



“SOLUTIONS WORTH SHARING” METHODOLOGY

A Guide for Facilitating Community
Workshops for the Introduction
of Sustainable Practices





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workshops for the introduction
of sustainable practices

This document capitalizes on the workshops conducted between 2014 and 2018 by Resilience Now in Burundi and Rwanda, with funding allocated by CEPF for the Eastern Afromontane Biodiversity Hotspot.

This guide is also available in French.

This document presents both a method and tools for implementing participatory learning approaches to promote sustainable living.

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GLOSSARY

ACRONYMS

NGO – Non-Governmental Organization

CSO – Civil Society Organization

WORKSHOP FACILITATION

“Solutions Worth Sharing” Workshop – A workshop developed by Resilience Now, that uses a community mobilization and change approach to create an environment that fosters the adoption of new practices within a community.

Community – In this guide, any group of persons having a shared activity or interest: village, cooperative, local organization, etc.

Solutions Mapping – In this guide, a survey of solutions (see term) in a given geographical area, not necessarily in the form of a geographical map.

Peer-to-Peer Learning – In this guide, a learning method based on the testimonials and examples of similar persons.

Icebreakers – Techniques used during a training session or a workshop to build group spirit. At the start of a session, they help break the moment of hesitation and get the participants involved in the activity.

Energizers – Techniques used during a training session or a workshop to restore the energy of a group. An energizer helps renew the group’s energy and enthusiasm and encourages the participants to think about a specific topic.



ECOLOGY

Biodiversity – The variety of lifeforms on Earth, which is assessed by examining the diversity of ecosystems, species, and genes in space and time, as well as the interactions within these organizational levels and among them.

Endemic Species – A living species naturally present only in a given geographical region (a mountain, an island, a valley, etc.). Endemic species should not be confused with **indigenous species**, which are naturally present without man's involvement and may not be endemic if they exist naturally in other regions of the planet. Endemic species are a subgroup of indigenous species.

Natural Resource – A substance, organism, place, or object present in nature without human involvement that, in most cases, is used to satisfy the needs (energy, food, recreation, etc.) of humans, animals, or plants. It can be a raw material (for example, freshwater, aggregates, metallic minerals, etc.), a product from the wild (wood, fish, game, etc.), from a natural milieu, source of ecosystem services (water, air, soil, forests, bogs, wetlands,

etc.), fossilized organic matters (oil, coal, natural gas, lignite or peat, etc.), an energy source (solar, wind, etc.) and, by extension, an ecosystem service (for example, the production of oxygen provided by photosynthesis).

Ecosystem – An entity formed by a community of living beings (biocenosis) in interaction with its environment (biotope). The ecosystem parts create a dense network of dependencies, energy exchanges, information, and matter that helps to sustain and develop life.

Ecosystem Services – Advantages that humans gain from ecosystems, such as the oxygen produced in air, the natural purification of water, the biomass that feeds domesticated, fished, or hunted animals, the activity of pollinators on farms, and that of organisms that produce and maintain humus, the natural containment of carbon in wood, soil, the sea and below ground or the permanent recycling of nutrients and decaying matter by animals, fungi and bacteria. Nature's amenities, such as the beauty of landscapes, are sometimes included.



PROTECTED AREAS

Biodiversity Hotspot – Terrestrial or marine biogeographical area affluent in biodiversity and particularly threatened by human activity. The definition given by Conservation International is an area that contains at least 1,500 species of endemic vascular plants, and that has lost at least 70% of its primary vegetation. There are 36 hotspots globally, which cover 15.7% of the earth’s surface, but 88% of the ecosystems that have disappeared.

Eastern Afromontane Biodiversity Hotspot – A biodiversity hotspot that covers, from north to south: the Arabian Peninsula, the Ethiopian Highlands, the Albertine Rift, and the volcanic mountains along the shared border between Kenya and Tanzania. It is characterized by a series of “mountain islets” and highlands and is one of the most remarkable regions on the planet due to its ecosystems’ considerable diversity.

Key Biodiversity Area (KBA) – Site that contributes significantly to the global continuation of biodiversity in a terrestrial, freshwater, or marine ecosystem. KBAs are the most critical sites in the world for biodiversity conservation. They are identified at the national level, based on a global standard by the International Union for Conservation of Nature (IUCN).

Sensitive Natural Zone – Area in which the environment is fragile or particularly vulnerable to certain human activities. It is often a high-stakes area in terms of resources, or biodiversity and is home to endangered or protected species or necessary for their survival. A sensitive natural zone is not necessarily classified as a natural reserve or registered as a protected area.

CHALLENGES

Climate Change (or Climate Disruption) – Sustained modification of the statistical parameters of Earth’s overall climate or of its various regional climates. These changes can be due to processes intrinsic to Earth itself, due to external factors, or, more recently, a result of human activity. Since the Industrial Revolution, climate change, or **global warming**, results from Earth’s atmospheric composition being modified by greenhouse gas emissions resulting from human activity. Natural variations may also add to this.

Ecological Footprint (or Environmental Footprint) – An indicator and environmental evaluation method that quantifies the amount of pressure exerted by humankind on natural resources and the ecological services nature provides. Precisely, it measures the amount of agricultural land and water necessary to produce the resources an individual, a population, or activity consumes and absorb the waste generated based on the resource management techniques in place.



SOLUTIONS

Solutions (or Best Practices) – In this guide, practices, techniques, or technologies that help increase the quality of life of communities and reduce their environmental footprint. The solution is often considered to be an alternative as it replaces an existing practice, technique, or technology.

Low-tech – Techniques resulting from a desire to free oneself from high-tech methods and resume objects' use. It involves being ingenious in the way objects are designed to avoid increasing their internal complexity. These technical solutions aim to be simple, well-thought-out, well-proportioned, and repairable. They use little energy and respect the environment.

Resource Organization or Resource Person – In this guide, an organization or person

possessing knowledge acquired through experience or training in a particular field, that can be solicited for assistance with any relevant issue in that area.

Improved Stoves – Compared to open traditional pit fire, it is an alternative device that allows for a reduction in the consumption of wood, as well as in the emissions of toxic substances and particles in smoke. A study has shown that an improved stove consumes 60 % less in firewood than a traditional one, which can help the households that use it reduce their wood consumption from 3 tons to 1.2 tons per annum.

Conservation Actor – In this guide, any organization or individual engaged in biodiversity conservation.

AGRICULTURE

Agroforestry – Cultivation and use of trees and shrubs with crops and livestock in agricultural systems.

Weeds – Plants that grow in a crop without being deliberately planted and therefore considered harmful to agricultural production.

Chemical Inputs – Phytosanitary product or fertilizer from the chemical industry, used on land and crops to improve yield.

Integrated Control (or Integrated Protection) – A crop protection concept according to which phytopharmaceutical chemical products are used only when absolutely necessary. This technique combines biological, biotechnical, chemical, physical, and farming measures where plants are selected to keep the presence of harmful organisms below the threshold that would result in unacceptable damage or economic loss. They prioritize the deliberate use of natural elements of control, such as using living organisms or products from them.



Glossary

PSYCHOLOGY

Change Management – Actions taken within a community to enable it to adapt to change in its environment to be able to, for example, adopt new practices, techniques, and organization. Community members are supported to understand and manage this change and integrate it gradually. Psychological and sociological tools can be used.

Cognitive Dissonance – The tension that a person feels when their behavior contradicts their beliefs.

Compliance Theory – A theory that involves influencing behavior by obtaining prior behaviors. One can consider compliance to be a radical form of cognitive dissonance, the change in belief or attitude being the consequence of new behavior.

RESILIENCE

Community Resilience – A community’s capacity to continue to live, function, develop and grow after a crisis or a disaster (a natural disaster, a war, a fracture in the organization or structure of a society, an economic shock, etc.). It is the application of the concept of resilience at the community level.

Resilience Assessment – A process that enables the evaluation of community resilience at a given moment. Within the community in question, this assessment evaluates, for example, livelihood viability, innovation potential, access to contingency measures and external support, the integrity of natural and human-made environments as well as social and institutional capacity.



FOREWORD

Between 2012 and 2020, the Critical Ecosystem Partnership Fund (CEPF), together with the Regional Implementation Team led by BirdLife International, supported over 160 projects in the Eastern Afromontane biodiversity hotspot. All those projects focused on protecting the hotspot’s unique biodiversity. Most of them included a component of working with people. Many of these aimed to change people’s behavior towards more sustainable practices, combining conservation objectives with resilient local livelihoods. And a lot of these projects were about further developing the capacities of people living in and around Key Biodiversity Areas.

Resilience Now’s projects combine all these components in a unique and highly effective manner, using the *Solutions Worth Sharing* approach to engaging communities in reducing pressure on biodiversity while finding practical solutions to the multiple challenges they face to fulfill their food, water, and energy needs.

Achieving actual behavior change by enabling people to make conscious decisions about the use of natural resources that will benefit biodiversity and themselves is a ‘trick’ that we should all learn. Resilience Now developed a science-based crash course about the underlying methodology they use, which is a must-do exercise for everybody who has ever tried to ‘raise people’s awareness’. It is applied in the Solutions worth Sharing approach, tested and refined, and has proven to work - by creating positive, sustainable changes for local men and women in Burundi and Rwanda.

During a training of trainers’ workshop in Kigali, when the *Solutions Worth Sharing Methodology* was taught to, and adopted by, other conservation practitioners in Africa, the idea was born to turn this highly replicable approach into a “CEPF knowledge product”. We are very glad to see this idea has now materialized in the shape of this beautiful, practical guide.

We are proud to share with you a *Solution Worth Sharing*.

Jean Paul Ntungane and Maaïke Manten

*CEPF/BirdLife International Regional Implementation Team
for the Eastern Afromontane biodiversity hotspot*

Introduction



About Resilience Now

Resilience Now is an international NGO governed by French law, with a mission to improve the resilience of vulnerable communities facing the depletion of natural resources and climate change. Resilience Now provides communities with methods and tools to design and implement sustainable, resilient ways of life adapted to their aspirations and the evolution of their natural environment. Resilience Now identifies, gathers, and promotes best practices, techniques, and technologies implemented locally to reduce poverty and pressure on natural resources.

Resilience Now’s action includes supporting communities, providing technical expertise to the environment, development and humanitarian actors, gathering and sharing knowledge, and identifying actors in the field.

- Working directly with **local communities and organizations**, Resilience Now develops their capacities and implements resilient and sustainable ways of life adapted to their context and aspirations.
- Working in partnership with **stakeholders in the areas of the environment, development, and humanitarian aid**, Resilience Now develops their capacities to incorporate resilience and sustainability in their programs and catalyze their actions to this end.

Resilience Now also aims to gather, develop and spread methodologically and technically innovative solutions in various areas such as sustainable design, energy transitioning, climate change mitigation, urban farming, bio-climatic construction, environmental clean-up, renewable energies, sustainable agriculture, soil restoration, and more.

*You can find more information on this organization
and its activities on : <http://resilience.ngo>*

Resilience Now developed the “**Solutions Worth Sharing**” Methodology to introduce – and ensure long-term use – of effective conservation and sustainable development methods in local communities.

In 2014, in Burundi, Resilience Now implemented a pilot project funded by a CEPF small grant. The project aimed to prevent deforestation in Kibira National Park by introducing sustainable solutions in a neighboring community. The methodology designed was the “Solutions Worth Sharing”

workshop, which supported the replication of successful projects by sharing them with potential beneficiaries, donors, and other stakeholders. The projects prioritized were those that helped to reduce pressure on natural resources as well as improve the quality of life in the areas of agriculture, energy, and income generation. The “Solutions Worth Sharing” project proved fruitful and confirmed that this approach yields anticipated results in introducing new practices, techniques, and technologies in a community.

Introduction

About Resilience Now

Therefore, the CEPF’s regional implementation team decided to continue this project and, from 2015 to 2018, Resilience Now conducted “Solutions Worth Sharing” method in Rwanda to prevent deforestation in Cyamudongo Forest (located in Nyungwe National Park). This project was funded with a CEPF large grant. In the same way as in Burundi, the project aimed to introduce sustainable solutions to neighboring cooperatives, which helped the communities reduce their

pressure on natural resources and improve their quality of life in the areas of agriculture, energy, and income generation. These “Solutions Worth Sharing” workshops again proved to be very effective: the cooperative participants are still now implementing the solutions they discovered during the workshops (beekeeping, stable livestock rearing, intensive gardening, biogas production, stormwater collection, etc.).

In November 2018, at the end of the project, the CEPF regional implementation team wrote the following letter about the project:

“ We appreciated the success of the activities implemented under these projects. We particularly noted the impact of Resilience Now’s workshops and trainings to local cooperatives that lead to significant behavior change and widespread application of better practices toward the environment. We witnessed the success of their workshops and trainings to conservation actors by the improvement of their capacities in project design and community work. We also appreciate the innovative training approaches and the professionalism of Resilience Now’s team in the field. Positive feedback we have received, confirms Resilience Now’s high quality of work and expertise in conservation community work and capacity development of local actors. ”

In March 2019, two years after conducting the workshops, the CEPF’s general director noted the effective implementation of their action plans by communities and the assimilation of more sustainable practices. His visit report indicated the following:

“ The “Solutions Worth Sharing” approach adopted by Resilience Now appears to have been very effective, resulting in genuine transfer of sustainable practices from beneficiaries of development projects elsewhere in Rwanda to local communities around Cyamudongo forest. ”

Introduction

About Resilience Now

Resilience Now has therefore developed substantial expertise in change management and community engagement. In 2018, Resilience Now decided to change its intervention scale and stopped conducting workshops directly with communities, to focus on training local conservation actors. During training of trainers, actors are taught to conduct “Solutions Worth Sharing” workshops with communities and can effectively replicate sustainable solutions identified in their country.



*Claire GALVEZ WAGLER and Florence GIBERT,
who developed this approach and wrote this guide.*

***We hope this manual will be useful to you
and wish you good luck in introducing
sustainable solutions to communities.***

About This Guide

WHAT IS THIS GUIDE'S OBJECTIVE?

This guide aims to **strengthen the capacities** of conservation actors working with communities in sensitive natural zones. As a result, actors can effectively support communities in adopting sustainable practices, techniques, and technologies that will reduce their environmental footprint and improve their living conditions.

WHAT IS THIS GUIDE'S TARGETED AUDIENCE?

This guide is intended for **conservation actors** in direct contact with local communities: Civil Society Organizations (CSO), government agencies, park managers, community agents, and so on. Local communities are understood to be any group of persons with shared activities and interests: villages, cooperatives, local organizations, and so on.

We do not recommend the direct use of this guide by a local community without external facilitation. Indeed, the evaluation of the situation, as well as the commitment to an action plan, both require facilitation, with a neutral, external vision. In any system, it is difficult to step off the beaten path and believe that change is possible. Besides, the peer-to-peer learning activity requires mapping solutions in the whole country, which has to be done by an actor who possesses a broad geographic view.

WHAT IS THIS GUIDE'S CONTENT?

This guide presents, step-by-step, the process for conducting the **“Solutions Worth Sharing” workshops**. This approach to introducing best practices, techniques, and technologies was developed by Resilience Now to create the conditions of adoption of new practices in a community.

“Highlight” inserts regularly present useful, basic principles one should know and use in the areas of psychology of change, community work, and dynamic facilitation.

This guide, however, does not exhaustively present specific solutions, as they must be identified locally in the country where the workshops are implemented, in connection with the reality of the context.

About This Approach

OBJECTIVE

“Solutions Worth Sharing” workshops are a change management and community mobilization method designed by the NGO Resilience Now. These workshops' goal is to introduce to communities living in fragile environments alternative practices, techniques, and technologies that reduce pressure on natural resources while improving living conditions.

This methodology can be used in all situations where communities live in or in proximity to a Key Biodiversity Area and where their practices have a negative impact on this environment. It can be any human activity that has an impact – agriculture, energy, income-generating activity – as long as there are local alternatives.

Proposed alternatives can involve changing practice or using a new technique or technology. In all cases, they must have the dual benefit of improving the communities' quality of life and reducing its environmental footprint.

Alternative practices are sought after locally, which ensures they



Improving yield of a low productivity plot of land by raising chickens above fishponds (Burundi).

address the problem and suit the context. It also ensures that they are economically viable and that the know-how and inputs, as well as spare parts, are locally available. Lastly, it promotes local actors and the use of their legitimate contribution.

Usually, these alternatives are sought in the areas of energy, (e.g. low wood consumption and alternative energy sources), agriculture (e.g. practices that improve yield without using chemical inputs), and income generation (e.g. beekeeping). They can be implemented in the first place by any type of actor (local CSOs, international NGOs, entrepreneurs, local authorities, and so on), provided they can be replicated.

Introduction

About This Approach

To introduce new solutions, Resilience Now designed an original approach that uses psychology and sociology discoveries to gather the conditions to adopt new practices. This method prepares community members for change by arousing their curiosity and developing their capacities. During a “Solutions Worth Sharing” workshop, a community establishes its resilience assessment, learns about alternative solutions during a study trip, then drafts an action plan that it commits to implementing.



*A participant recaps the result of a previous activity for the group.
(Rwanda)*

METHOD

This method aims to gather the conditions that facilitate adopting new practices, techniques, and technologies, by using recognized methodological change management tools. It is based on two fundamental principles, both of which rely on a change of posture:

- **Nothing should be suggested to the communities.** Instead, communities should be proposed activities that allow the participants to make their own Resilience Assessment, discover alternative solutions, and plan the implementation of some of these. In so doing, they will claim full ownership of the various conclusions and decisions reached.
- **Only solutions already in place locally should be presented to the communities.** Indeed, this ensures the relevance of solutions to the problems, their effectiveness, their adaptation to the local culture, etc. In addition, it allows the use of peer-to-peer learning, which is an excellent tool for capacity development and persuasion.

The first three-day phase of the workshop helps to analyze current practices and highlight problems. A two-day excursion in the field helps to show possible solutions to the problems identified. A third two-day phase allows for analyzing the solutions, drafting an action plan, and committing publicly to implement it.

As a result of this, the community is ready to change its practices and have a clear strategy to do so. It even committed to it!

About This Approach

APPROACHES

The approaches from these workshops, which explain their effectiveness, are the following:

- Using the tricks of the **psychology of change** to bring together the conditions for adopting new practices. Indeed, it is now acknowledged that the mere provision of relevant information is insufficient to lead to behavior change.
- Promoting **solutions that are mutually beneficial to humans and the environment**. Indeed, it is a fact that communities’ good health and the environment’s one are interdependent.
- Taking the example of successful projects of **local actors** in the area. Indeed, taking inspiration from lo-



cal initiatives maximizes chances for relevance, replication, and success. The study trip, therefore, is the highlight of the workshop!

In addition, the method relies on community facilitation techniques and learning methods in favor of a better integration of new knowledge:

- **Participants taking full ownership of the workshop**: no conclusion is suggested to them. Instead, they are provided with activities that enable them to identify their problems and develop their action plan, all by themselves. We like to refer to this process as “ultra participatory”:
 - Facilitators do not point out problems, but support the community in assessing its socio-environmental resilience.
 - Facilitators do not identify solutions, but encourage the community to learn from others.
 - Facilitators do not suggest how things should be done, but support the community in the formulation of an action plan.
- **Peer-to-peer training**, which guarantees the trainers’ legitimacy as well as the solution’s validity, relevance, and adaptation to the local context. It is also a primary influencing tool.
- **Stimulating various types of memory and intelligence**, each item of knowledge being presented in different ways. Also, new knowledge is cemented by being implemented during the workshop.
- Using **dynamic facilitation tools**, such as role-play, travel, storytelling, and illustrations.

A participant takes notes during a study trip. (Burundi)

INFORMATION IS NOT ENOUGH!

It is difficult to change habits. People are not going to necessarily adopt a new practice because they know it is better for them. Regardless of the proposed alternative's relevance, merely providing the information is not enough – even if it is the best solution ever!

For example, women in refugee camps in Chad wouldn't stop listing the benefits of solar cookers they had been provided with, compared to the wood-burning stoves commonly used in Africa: *“No more tedious hours spent gathering the wood, feeding the fire and stirring the food to prevent it from sticking to the pot. No more accidents, burns, the smell of smoke on clothing, coughing, and lung problems... With the solar cooker, only one needs to prepare the dish and explain to children how to follow the sun's movement. You can then go and do more useful things.”* They stated they would not return to their former practice, even after leaving the refugee camp.

The solar cooker is, therefore, undeniably an excellent way to cook com-



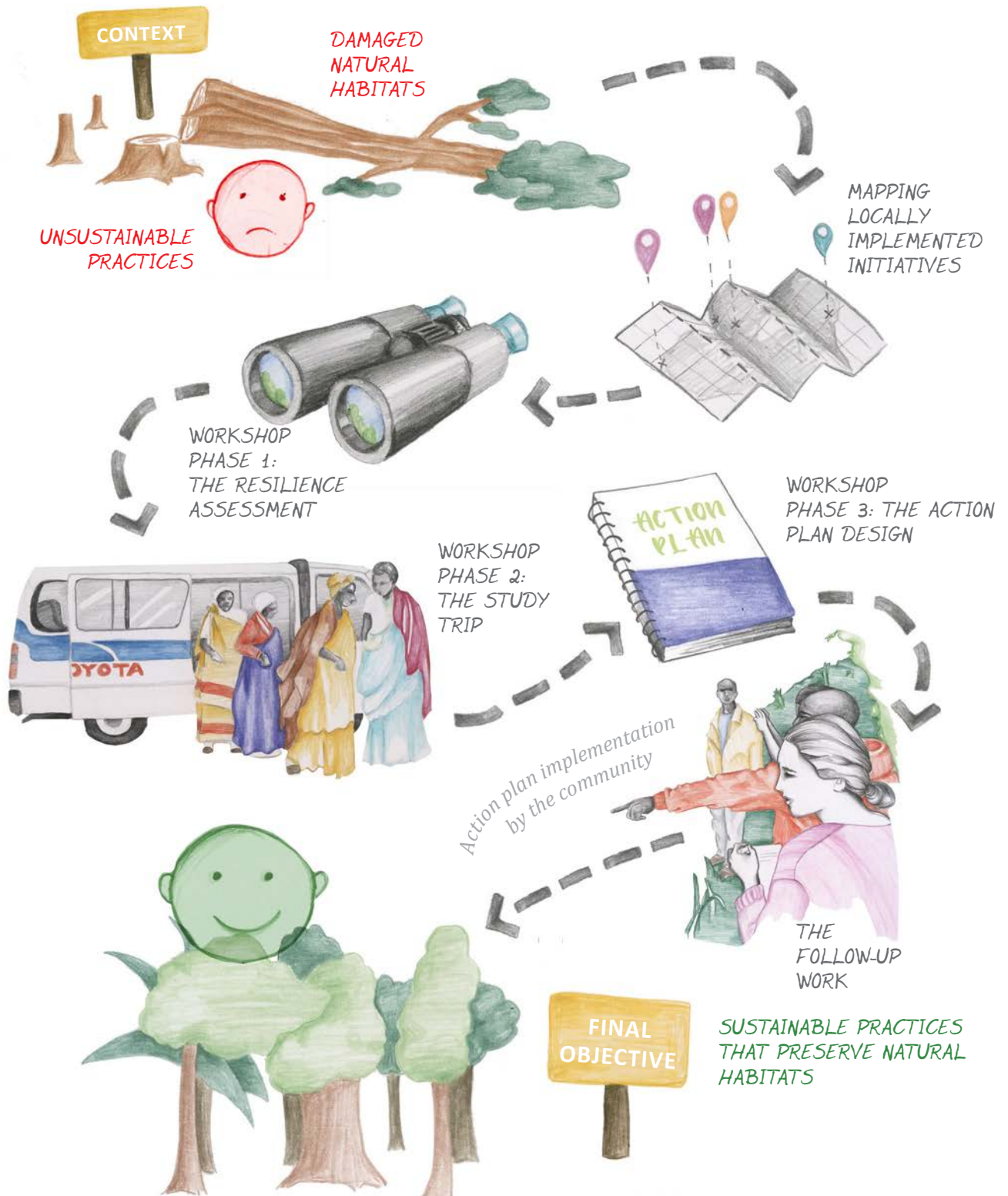
A solar cooker being used in a refugee camp in Chad.

pared to wood-burning stoves. It should then become the norm wherever gathering firewood is a problem, and sun is generously shining, shouldn't it? Well, it is not the case! The only reason the women in the refugee camp used the solar cooker was that they had no choice, as venturing outside of the camp to gather wood had become too risky.

*Therefore, to change practices,
one must use the help of change
management techniques.*

Introduction

The different steps of this method are as follows:



Overview of the Methodology



Overview of the Methodology

MAPPING ALTERNATIVE PRACTICES

Preparation of the workshop involves **mapping initiatives** already in place in the country in the areas of interest. This work can be done in approximately three months.

Promoting solutions already in place locally ensures that they address the problems communities face, adapt to the local context, and work effectively. It also ensures that they are economically viable and that the know-how and inputs needed are available locally.

Indirectly, promoting locally implemented solutions helps to encourage local actors by making their projects known.

The solutions can be practices, techniques, or technologies. They are sought after in areas relevant to the resilience issues at play, such as agriculture, energy, and income generation. A wide range of

actors can develop them. They must both reduce the impact on the environment and improve the quality of life. As much as possible, they must be implemented by local communities. Ethically and in terms of effectiveness, they must meet specifications that will be developed further.

To do the mapping, all types of actors in the country should be approached. It is essential to visit the projects included in the field trip to check their effective implementation.

A proper “Solutions Worth Sharing” workshop conducted with a community takes a minimum of seven days and is conducted in three phases.

The program must be adapted to the group’s profile, the available time, the distance to the projects’ sites, the external facilitators’ participation, etc.



[See Appendix: Example of Workshop and Study Trip Program.](#)

Conservation actors in Burundi meet and show each other the location of their projects.

Overview of the Methodology

WORKSHOP PHASE 1: THE RESILIENCE ASSESSMENT

**This phase is completed in three days.
It's a time for sensitization and awareness-raising.**

The goals of this phase are as follows:

- To raise awareness about the problems the community is facing.
- To learn about endangered biodiversity as well as about the importance of ecosystem services for the community.
- To spark an interest in finding alternatives to current practices.

With the methods provided to them, participants describe their livelihoods' system, analyze their situation, and visualize its evolution.

They learn about the interaction between their natural environment and their way of life, and they understand the importance of the environment to their livelihoods and well-being.

They identify the problems they are facing and the challenges that lie ahead. They also list their strengths and discuss their aspirations. They become aware of their vulnerabilities and dependencies, but also of their strengths and the resources available to them.

They ultimately draw conclusions: What will happen in the near future if our current practices go on while resources become scarce and the climate changes?

The participants take ownership of the findings of the resilience assessment. They accept the need for change and are ready to find alternatives.



This phase includes the following activities:

- Presentation of the Key Biodiversity Area
- Presentation of the ecosystem services
- The geographical map
- The seasonal calendar
- The historical timeline
- The trends diagram
- The problem tree
- The solutions tree
- Community strengths
- The tale of the future

During a resilience assessment, a participant describes the major trends that affect her community. (Rwanda)

Overview of the Methodology

WORKSHOP PHASE 2: THE STUDY TRIP

**This phase is completed in two days.
It's a time for discovery and learning.**

Divided into two groups, participants discover alternatives developed by other communities to address their challenges. They learn from their peers, which is a very effective knowledge-sharing tool.

Back from the field, the participants of each group explain to the others the solutions they identified,

which puts them a teaching position, also a learning tool.

During this phase, the participants prepare for change by agreeing to go and discover other practices, techniques, or technologies. They develop their knowledge and also take ownership of solutions.

Here are examples of solutions visited:

- Beekeeping
- Improved cookstoves
- Saving and credit system that also serves as solidarity fund
- Integrated farming
- Agricultural Cooperative
- Mushroom production
- Integrated fish and poultry raising.
- Anti-erosion ditches
- Compost production
- Riverbanks fixation
- Drip irrigation

Minibus transporting participants on a study trip to Burundi.



Overview of the Methodology

WORKSHOP PHASE 3: THE ACTION PLAN DESIGN

**This phase is completed in two days.
It's a time for decisions making and commitment.**

With the methods they are given, participants share, analyze, and discuss the alternate practices they have discovered. They visualize their implementation.

Their Action Plan contains several parts:

- **A collaborative project carried out by the community.** After defining selection criteria, the participants, as a group, choose a solution they wish to implement together. They identify their resources and needs. They plan the different stages within the timeframe of the project's implementation.
- **Individual commitments to good practices.** Participants commit individually to one or several solutions, among those discovered during the field visit. They meet with other participants interested in implementing the same solution

to jointly define ways to support each other and establish an implementation schedule.

- **Actions to protect biodiversity.** Participants decide on actions to be taken as individuals and as a community, to protect the ecosystem in which they evolve.
- **Improvements to the organizational capacities of the community.** Drawing inspiration from the functioning of the communities met during the study trip, participants decide to adopt one or more solutions in their community operations.

After drafting the action plan, the participants formally commit to it in front of local authorities. By doing so, the participants take ownership of the solutions and are bound by their decision: they are now officially committed as a group.



This phase includes the following activities:

- Recapitulation and analysis of the solutions visited
- Prioritization of the solutions to be adopted
- Definition of the community participation
- Drafting of the action plan
- Official commitment of the community

Overview of the Methodology

FOLLOWING-UP THE WORKSHOP



Connecting the community with a local technical partner for the implementation of their action plan. (Burundi)

This is the phase that follows the conclusion of the workshop.

- Immediately after the workshop, edit the community Action Plan and distribute it to the community, the local authorities, and potential donors.
- Get the community in contact with organizations and resource persons to implement specific actions that require particular expertise.
- Regularly contact the community and the authorities to ensure the proper implementation of the Action Plan.
- At key stages, visit the community to observe the project's smooth running, encourage members, help solve possible blockages, and so on. This visit is important to encourage and possibly facilitate the proper implementation of the community's commitments and maintain trust with the community and local authorities.
- If necessary, organize additional training sessions on specific themes.

THE METHODOLOGY, STEP BY STEP

The Preparatory work





The Preparatory Work

The preparatory work for the workshop has five components:

- Select the beneficiary community and the members of this community who will participate in the workshop.
- Study the community to understand its socio-agricultural system, the challenges it faces.
- Research alternative, locally implemented practices, techniques, and technologies to be shared, and carry out the mapping that will serve as a basis for the study trip.
- Meet stakeholders (community leaders, local authorities, etc.) to prepare for the workshop (preparatory meetings).
- Organize the logistics of the workshop.

The duration of this preliminary work depends on local constraints and the return time of the interlocutors. We estimate the following timeframes:

- Three months to conduct the mapping, in order to gather information on existing projects, meet the promoters of these projects and verify the reality of these projects on the ground.
- One to two months to select the beneficiary community and workshop participants, set up meetings, and organize the workshop's logistics.

The workshop facilitators visit a future participant's farm to understand his lifestyle and the challenges he faces. (Burundi)





The Preparatory Work

SELECTING PARTICIPANTS

The beneficiary community must live on the border of a key biodiversity area with which it interacts. The challenges it faces must be associated with the degradation of its local environment. Its agricultural, energy, and/or income generation practices are not sustainable.

It must be a constituted group (e.g. a cooperative), functioning effectively in order to be able to implement the Action Plan developed during the workshop.

The community's selection is ideally made in consultation with local authorities and coordination with the conservation actors working in the area.

A participant in Burundi attended the whole workshop with her baby.



Ideally, the number of participants should not exceed 30 people. With this number of participants, everyone can listen and participate during plenary activities. The study trip can also be made with two groups of 15 people, which fill precisely two minibusses and prevents crowding during field visits.

Within the beneficiary community, the selected participants must be:

- Volunteers to participate and available during the workshop period.
- Physically able to participate (they can reach the workshop facility every day, their children can be taken care of, etc.). You may consider reimbursement for transportation and childcare.
- Dynamic and motivated by the life of their community. This can be determined based on their participation in community life.

Care must be taken to ensure gender parity and promote the participation of young members. In a cultural context where women cannot participate in activities with men, we recommend identifying women's groups (cooperatives, associations) and working with them. If it is not possible to take women on a study trip, an alternative route may be arranged that allows participants to return home each evening.

The priority should be to find change-makers, which are members of the community who are more prone to adopt new solutions because of their social profile or personality (the famous innovators of the Rogers Innovation Adoption Curve, see below).

TO REACH CHANGE-MAKERS

WORKING WITH WOMEN

Researchers at Pennsylvania State University conducted a study to find out what predicted success in someone’s life. Is it intelligence, money, environment, social skills, creativity, self-esteem, degrees? None of these. They found out that the only common denominator to success was grit. Grit translates into passion and persistence pursuing a long-term goal. It is about not getting distracted by short-term rewards so that you stay focused on long-term success. And which segment of the population particularly puts perseverance into practice? Women! Perhaps this is why women are known as being strong agents of change. *(Duckworth, A. (2016). Grit: The power of passion and perseverance. Scribner/Simon & Schuster.)*

FINDING INNOVATORS

When an innovation appears in a society, the Rogers Innovation Adoption Curve divides the population between innovators (2.5%), early adopters (13.5%), early majority (34%), late majority (34%), and laggards (16%). Innovators are those who are not afraid to pull away from the crowd. Working with them to try new things is therefore much easier. To identify them, look for people who have already implemented unusual practices on their own.



*A young woman takes notes during a study trip.
(Rwanda)*

GETTING RELIGIOUS AND TRADITIONAL LEADERS INVOLVED

Beliefs are an important part of decision-making. Do not hesitate to get religious and traditional leaders on board.



The Preparatory Work

STUDYING THE COMMUNITY

Firstly, it is important to understand the issues faced by the beneficiary community. To better understand the context in which it operates, we will look for:

- What are the community’s farming, energy, and income generation practices?
- What are its interactions with the Key Biodiversity Area?
- What are the problems the community is encountering?
- What activities are already in place to improve agricultural production, energy efficiency, or income generation?

In Burundi, the scarcity of farmland and the mountainous terrain lead to farming on steep slopes, which causes extensive erosion.



Secondly, we want to know with whom we want to work:

- Who are the leaders in the community?
- Who are the innovators?
- Does the community already work with another organization?
- Who are its partners (technical, financial, etc.)?

Thirdly, we’ll look for information to organize the workshop:

- What are the community members’ spoken and written language skills? (The workshop is designed to be accessible to illiterate people).
- What is the language understood by all that can be used during the workshop?
- What are the ideal timeframes and dates for the workshops and the field visit? (Avoid the rainy season to be able to move around, avoid periods of heavy agricultural work or religious festivals to ensure the availability of participants, etc.)



The Preparatory Work

MAPPING LOCALLY- IMPLEMENTED INITIATIVES

The preliminary work for implementing a workshop consists of mapping the alternatives already implemented locally in the fields of concern. The geographic scale is the one that allows participants to visit these initiatives on a study trip.



This mapping process aims to gather solutions that have proven worthwhile in addressing the community's problems. The solutions identified can be practices, techniques, or technologies. They must improve livelihoods and reduce pressure on the environment. Thus, initiatives are sought that reduce the need for products found in the Key Biodiversity Area or offer alternatives to these products. Besides, initiatives that allow communities to increase their income, making them less dependent on revenue from the Key Biodiversity Area, are also sought.

This mapping is not intended to be exhaustive and ends when a sufficiently diverse panel is assembled, making it possible to provide participants with an exciting study trip.

This mapping can be shared with all stakeholders in the country in the form of an electronic spreadsheet (e.g. Excel) and an electronic map (e.g. Google Maps) to promote existing initiatives and their initiators. It thus participates in the capitalization work and encourages synergies among actors.

2	Structure por		Description du projet			
3	Organisation	Type de projet (agricole, energie, autre?)	Type de bénéficiaires	Grâce au projet, qu'est ce que les bénéficiaires font aujourd'hui qu'ils ne faisaient pas avant ?	Grâce au projet, qu'est ce qui a changé dans la vie des bénéficiaires ?	Grâce au projet, en quoi la pression sur les ressources naturelles a-t-elle diminué ?
7	ADISCO	techniques agricoles	les communautés locales	Intégration de l'agroforesterie dans les champs ; Reboisement, drainage et gestion des marais, lutte anti érosive ; Création de groupes tontiniers pour la solidarité financière.	Fonctionnement des IGG (cadre de reflexion et d'échanges pour l'autopromotion), les comité-contract-commune pour la gestion des ressources naturelles.	Les communautés sont maintenant impliquées dans la gestion des Ressources Naturelles et la prise de décisions.
9	Association Burundaise pour la protection de la Nature (ABN)	Création d'activités génératrices de revenus	Communauté rurale	Aujourd'hui les associations font de l'agriculture et sont en passe de démarrer l'apiculture	Le niveau de vie des populations est entrain de changer progressivement, le projet est encours de mise en œuvre.	La Pression sur les ressources naturelles est en diminution car la communauté locale a participé en influençant les documents de politique locale (Plan Communal pour le développement de la Communauté) sur la mise en aire protégée de la Chaîne de montagne de Mpungwe. Elle a par ailleurs développé son plan
23	Burundi Nature Action	Amélioration des pratiques agricoles, Conservation de la biodiversite	Communauté rurale, Association de producteurs, Communauté urbaine	Le projet est en cours d'execution mais d'ores déjà nous pouvons affirmer que depuis que le projet a ete initie, des mesures visant la reduction de la pollution du Lac ont ete prises par le gouvernement.	Nous nous attendons a ce que la quantite de poissons peches augmente au niveau du Lac Tanganyika.	La pêche illicite est en train de diminuer progressivement La plupart des autres resultats sont attendus dans les jours a venir



The Preparatory Work



When transporting beehives, a man protects himself with a motorcycle helmet. (Burundi)

We can draw inspiration from the specifications of “low technology”, a concept built in opposition to “high-tech”.

Low technology covers a set of techniques that seek to be simple, well thought out, well-scaled, practical, economical, and repairable.

They avoid developing internal complexities that might be hidden by an apparent simplicity of use. The process leading to the desired action should be as direct as possible. It is about being ingenious in design so that you can make or repair the objects yourself.

WHICH INITIATIVES SHOULD BE MAPPED?

To do things well, the initiatives to be shared must meet specifications. Indeed, a solution that would cause contamination of the environment or community debt, for example, would be regrettable.

Here are the specifications that we have selected. The solutions to be promoted must be:

- **Useful:** they provide a solution to a community's problem, and they work well.
- **Ecological:** they have a smaller environmental footprint than the practice they replace, thus reducing the impact on the Key Biodiversity Area.
- **Accessible:** they are set up in the country, and the community can go and discover them.
- **Replicable:** they are adapted to the community's capacities, and inputs and know-how are available. They can therefore be set up and maintained by the community without outside support.

They consume little energy and respect the environment. The materials are recycled or come directly from primary natural resources. They can involve recycling machines (more or less recently) that have fallen into disuse.

They put man back at the center of activities through his know-how and pragmatism. They come from local manufacturing and promote employment. They are closer to craftsmanship than industrial production.



The Preparatory Work

EXAMPLES OF SOLUTIONS SOUGHT

In the area of energy, with the aim to reduce wood consumption.

- **Using affordable and sustainable alternative energies:** solar cookers, briquettes from crop residues, biogas, mud-brick presses (for building construction), small wind turbines (for light).
- **Optimizing wood energy use:** preparing food to limit cooking time, cutting and drying wood to increase its efficiency when burnt, using improved stoves, wind protection, passive cooking, collective cooking, etc.



Improved stove significantly reduces the amount of wood needed to cook. (Burundi)

In the area of food production, with the aim to have more sustainable and productive agricultural practices.

- **Developping organic farming**, by:
 - **Organic soil enrichment** (alternative to using chemical fertilizers): recycling of manure, windrow composting, crib composting, liquid compost, etc.
 - **Integrated parasite and pest management** (alternative to using pesticides): agronomic control (good cultural practices to prevent the arrival or spread of pests and diseases), physical control (physical barriers and traps to prevent the dissemination of pests and their invasion of crops), biological control (maintaining a sufficient level of predators

to control the pest population), natural phytosanitary treatments...

- **Weed control practices** (alternatives to using herbicides): room saturation, mulching, manual weeding, etc.

- **Developping productive agriculture:** the creation of hedges (to use trees as windbreaks and for beneficial tree/crop associations), nurseries on the ground and stilts, organic fertilizer, farming in basins, crop sequences, crop associations, agroforestry, etc.
- **Protecting and regenerating the soil:** mulching, cultivation along the contour lines, cultivation in terraces, cultivation on vegetative cover, ground cover plants, etc.



The Preparatory Work

EXAMPLES OF MAPPED SOLUTIONS



In Burundi:

- Beekeeping in a protected forest's buffer zone
- Improved cookstoves
- Credit savings and solidarity fund system
- Integrated family farming
- Agricultural cooperative
- Mushroom cultivation
- Integrated fish-farming
- Storage place for crops and seeds
- Goat rearing in stalls
- Domestic vegetable garden
- Compost pans
- Plant nurseries
- Irrigation system (pump and drip irrigation)

A woman from a visited community in Burundi explains the implementation of drip irrigation.

In Rwanda:

- Saving fuel wood through improved stoves that consume little wood energy, and through the production of biogas
- Improving soil fertility by building compost pits
- Upgrading raw agricultural products by transforming them into juice or jams
- Increasing agricultural income through beekeeping, rabbit farming, crafts, etc.

- Improving agricultural yields through integrated farming practices: intensive vegetable garden, poultry breeding associations with fish farming ponds
- Improving working conditions by farming on terraces, collecting rainwater, filtering water
- Collective organization by setting up a cooperative and a cooperative store
- Improving animal husbandry through the production of fodder and the construction of stalls



The Preparatory Work

WHICH METHOD SHOULD BE USED FOR MAPPING?

The mapping is carried out through field surveys over several months to identify successful local initiatives. As much as possible, the project leaders are met, and the projects are visited.

To identify the solutions, it is necessary to look for the actors present in the country: institutional and governmental actors, but also international or local non-governmental organizations, civil society organizations, entrepreneurs...



During a workshop organized in Bujumbura, representatives of several development and conservation NGOs in the country discuss their projects.

For each initiative identified, the following information is sought:

Contact information

- Name of the implementing organization and its contact person (with their title, e-mail address, and telephone number)
- Name of the beneficiary community and its contact person (with their title, e-mail address, and telephone number)

General information about the project

- Name of the project
- Type of project (agriculture, energy, income generation)
- Type of beneficiaries (a cooperative, a community, children, etc.)
- Exact location
- Implementation dates

Project’s benefits:

- What new practices, techniques, or technologies have been adopted by the community?
- What has it changed in the lives of people?
- How has the pressure on natural resources diminished?

Use of the project in the workshop

- The person in our organization who visited the project
- Their comments on the project
- Relevance for the “Solutions worth Sharing” workshop
- What can be seen during the field visit
- Comments for Google Maps positioning



The Preparatory Work



Vincent Nsengiyumva, Executive Secretary of the Nkunganu sector, is informed of the workshop to be held in his area and invited to the opening and closing ceremonies. (Rwanda)

HOLDING PREPARATORY MEETINGS

To ensure the smooth running of the workshop, it is essential to contact all parties beforehand to introduce your organization, the process, and establish trust:

The appropriate people to meet (together or separately) are:

- Local authorities at the proper levels. These authorities will be invited to the opening and closing ceremonies of the workshop.
- Key Biodiversity Area officials (national park, etc.) Similarly, these authorities will be invited to the opening and closing ceremonies of the workshop.
- Other organizations working in the area.
- Representatives of the community or co-operatives identified, that will benefit from the workshop.

During these meetings:

- Present your organization and your approach.
- Present the workshop program, its location and dates.
- Ask questions about the community that will participate in the workshop: its history, its members, its achievements. This information will be useful in editing the action plan.
- Answer their questions.



The Preparatory Work

When the facilitators arrive in the area before the workshop, it is also important that they meet with leaders of the identified community, to establish trust.

The workshop facilitators should:

- Briefly reintroduce the organization, the methodology, and the process of the workshop. This usually has been done beforehand by the local facilitator. If questions about details arise, advise that they will be answered on the first day of the workshop, with everyone present.
- Ask questions about the community: its history, its members, its achievements. This information

will be included in the Action Plan, to introduce the participants.

- Address logistical issues (especially the defrayal of transportation expenses).
- Remind the leaders of the place, date, and start time for the workshop.

If possible, the workshop facilitators should visit some participants' homes to better understand how the household functions, the agricultural system, the environment in which they operate, etc. This information can be useful during the workshop and when editing the action plan.

Workshop facilitators meet for the first time with leaders of a cooperative that will participate in a workshop in Rwanda.



THE IMPORTANCE OF HAVING A LOCAL FACILITATOR

The local project facilitator can lead preparatory work. This person represents the organization and the project vis-à-vis the interlocutors: beneficiary community, officials, leaders of visited projects, and other organizations present in the area.

The local facilitator is also involved in the logistics of the workshop (the venue, meals), the study trip (minibus, catering, and accommodation), and the facilitators’ stay (accommodation, transport, protocol visits).



While conducting a workshop, if the workshop facilitators do not speak the participants' language, the local facilitator also provides interpreting support.

The selection of the local facilitator is therefore essential. He or she must be trustworthy, familiar with the area of intervention, acquainted with the different parties involved, and know the language as well as local customs and traditions. He or she must also manage logistical and protocol aspects and be trained in the workshop's methodology.

If your organization does not have a permanent presence in the country or the intervention area, you may consider partnering with a local organization to do the preparatory work and facilitate the project.

Damascène Gashumba, local facilitator of the project in Rwanda.



The Preparatory Work

ORGANIZING THE WORKSHOP LOGISTICS

The workshop can be held on the premises of the cooperative. This can encourage its members. (Burundi)



Before starting the workshop:

- If possible, choose a venue conducive to creativity, different from the community's usual working place. Ensure the room is large enough and that it allows everyone to be properly seated. If necessary, rearrange tables and chairs to make the room convivial.
- Identify where the energizers can be held. To break up the monotony, they can be held in another room or even outside.
- Ensure it is possible to hang posters on the walls. If needed, remove and safely put away the decorations already present. Think about the positioning of the posters for the final recap.
- Reserve the hours of access to the room in consultation with those in charge. Schedule breaks, coffee breaks, and lunch. Make sure meals will be ready according to the schedule and available close to the venue.
- Ensure that participants have access to toilets and drinking water nearby.
- Buy equipment for the entire workshop ([see Appendix: List of Equipment](#)). Ensure you have not forgotten anything by going over the list of necessary equipment activity by activity.
- If the use of an overhead projector is planned, check that the electrical outlet is working, that you have the required number of electrical outlets and extension cords, as well as a white wall or a sheet for the projected image. As much as possible, test the equipment in advance.



Preparing illustrations in advance saves precious time during the workshop. (Rwanda)

A FEW PRINCIPLES FOR FACILITATING A WORKSHOP

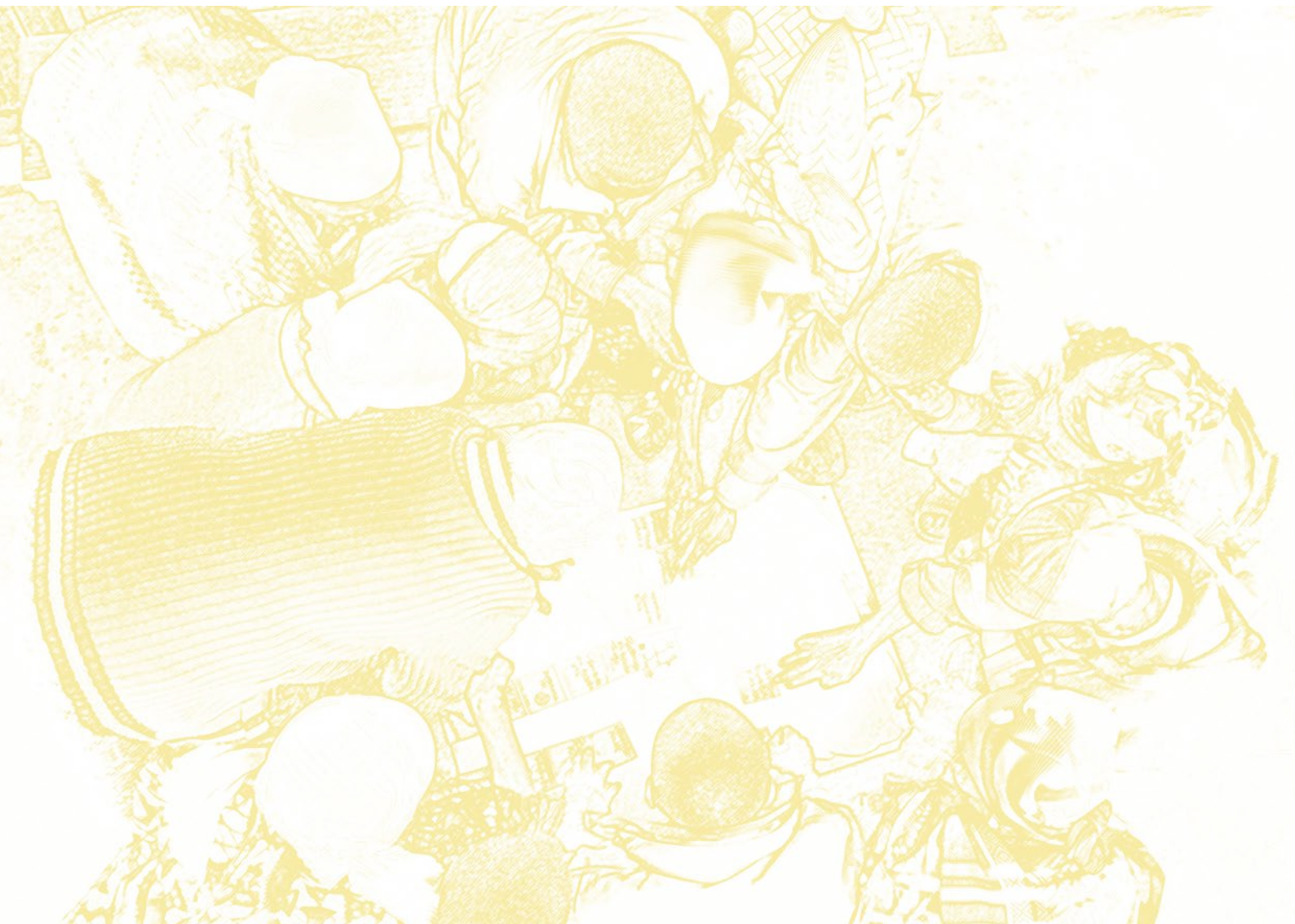
- It is much more comfortable to have two facilitators to lead the workshop activities. While one facilitator leads, the other can draw the visual aids, monitor the time, prepare the posters, take pictures, and more.
- Take ownership of the workshop: adapt the proposed modules, give examples adapted to the culture, invent little games... Be creative!
- Pay close attention to the warm-up phase, particularly by providing small presentation games. This step is essential to build participants' confidence and make shy participants less inhibited.

Anticipation and adaptation are the secrets to a successful workshop!

- Stick to schedules and manage time so that essential activities are carried out. Then adapt the modules to save time or, conversely, to take more time if you feel that the participants did not understand something.
- In case of the unforeseen arises, improvise! Do not hesitate to give participants a break to give yourself time to adapt and to suggest other activities. Be confident in yourself!
- Prepare before the next day's activities:
 - Reread module plans in detail. If necessary, practice and repeat the instructions.
 - Prepare the material needed for each module and ensure nothing has been forgotten.
 - Prepare posters with titles, to save time.

THE METHODOLOGY, STEP BY STEP

Workshop Phase 1: The Resilience Assessment



Workshop Phase 1: The Resilience Assessment

WORKSHOP PHASE 1: THE RESILIENCE ASSESSMENT

This is the phase of sensitization and awareness-raising that will prepare for change.

This stage has the following main objectives:

- The workshop participants and facilitators have established a relationship of trust.
- Participants are aware of the importance of the Key Biodiversity Area for the community and the threats against it.
- Participants have carried out their Resilience Assessment and have understood that their practices are not sustainable.
- Participants want to discover alternative solutions in the field.



Workshop Phase 1: The Resilience Assessment

THE OPENING CEREMONY

It is important to start the workshop formally with an opening ceremony.

The main stakeholders should be invited: local authorities, authorities in the Key Biodiversity Area, and technical partners.

When it is your turn to speak, be sure to:

- Thank the community, the authorities, and each person who came;
- Present your organization and introduce yourself;
- Present the workshop: the project’s origin, the workshop’s main objectives, as well as the financial and technical partners;
- Introduce the local partner (if there is one);
- Handover to the next speaker.

The workshop begins immediately after the opening ceremony.



Dancilla Mukakamari, head of our partner organization in Rwanda, ARECO, explains that her organization facilitated the workshop's holding.

LAUNCHING THE WORKSHOP

The workshop’s introduction aims to create trust and a working atmosphere, get to know the participants’ level and expectations, adapt the workshop, tackle logistical questions, and convey all the program information.

The workshop’s introduction contains the following:

- Holding the Opening Ceremony;
- Introducing facilitators and participants;
- Outlining the workshop’s objectives and program;
- Determining participants’ expectations;
- Presenting workshop rules and addressing logistical questions.

ENSURING PARTICIPATION AND OWNERSHIP OF THE CONTENT

It is important to ensure that all participants actively participate. This is to get the best possible information during the Resilience Assessment phase and to ensure full ownership is taken during the Action Plan design phase.

To achieve this:

- **Establish trust from the start.** If possible, try to avoid that officials come to observe, as this can sometimes restrict speech. Have lunch with the participants to create a bond.
- **Show that you care.** Use fun and energizing learning activities. Arrange tables in a friendly manner. If participants make mistakes, encourage them. Ideally, the training team should include a woman. It is an added value

that training team includes a facilitator from abroad, which will bring outside perspective and neutrality..

- **Make the most of the participants’ knowledge and experience.** Use a question-based approach to air and share this knowledge. Get the participants to think about how to answer by themselves the questions raised. Have the participants rephrase the important elements. Routinely ask participants if they have any questions.
- **Ensure the participation of all.** During plenary sessions, alternate speaking between men and women and also between younger and older participants. To make it easier for the shyest to speak up, have the participants do exercises in sub-groups with feedback given in plenary discussions. Use focus groups to define problems or determine solutions: results will vary depending on the participants’ profiles.
- **Take advantage of discussions rather than trying to achieve a particular result.** For example: whatever is the final outlook of the seasonal calendar produced, the important thing is to conclude that we no longer know when the rains fall, highlighting climate change.



Participants dance during community strengths brainstorming. (Burundi)

Workshop Phase 1: The Resilience Assessment

FACILITATORS’ AND PARTICIPANTS’ INTRODUCTION



A participant looks at a photo showing one facilitator's farming practice. (Burundi)

Overview

Goals

- Establish a relationship of trust between facilitators and participants.
- Make the participants feel comfortable.
- Get to know the participants better and adapt your speech during the workshop.

Approach

- Plenary, icebreaker-type game.

Materials

- Photos of the facilitators' living environment (home, family, work), especially if they come from another culture.
- Geographical map to show where the facilitators come from (optional).
- Name tags for everyone.

Preparation

- Prepare the photos and the geographical map.

Step by step

Distribution of training material

- If planned, distribute workshop materials to each participant (for example, a notebook and a pen).

Introduction of the facilitators

- Each facilitator introduces themselves and circulates photos about them. They can show on a map where they are from, especially if they are from another region or a foreign country. They can share an anecdote related to their living environment.
- Suggest that participants ask questions.

Introduction of the participants

- Ask the participants to stand up, one after the other, to state their first name, where they are from, and something personal (their favorite singer or sports team, for example).
- During this time, memorize their first names. For this, one technique involves looking for a word whose sound resembles the first name, then visualize the participant with that word (Bella with a “bell” on her head, for example).

Workshop Phase 1: The Resilience Assessment

The “Things in Common” Game

This exercise allows several objectives to be fulfilled at the same time: getting to know the participants better, getting them to know each other, energizing the group, and so on.

The facilitator asks questions, and the participants who can answer “yes” to the question should stand (or move around the room, as the facilitators wish).

Facilitators should provide:

- Questions to better understand the knowledge of the participants
- Questions that allow participants to get to know each other better
- Questions that empower participants
- Questions that identify innovators among the participants

Sample questions (to be adapted):

- Who is married?
- Who walked for more than an hour to come this morning? *(Ask from where exactly.)*
- Who cultivates his/her garden? *(Note the number of participants.)*
- Who has a cow? *(Note the number of participants.)*
- Who has an improved stove? *(Note the number of participants.)*
- Who is a member of another cooperative? *(Ask which cooperative.)*
- Who has traveled abroad before? *(Ask which country.)*
- Who has been in the forest before? *(Note the number of participants.)*
- Who has seen a chimpanzee (or another iconic animal living nearby)?
- Who has already undergone training? *(Ask which training.)*
- Who is happy to be here? *(This last question is meant to get everyone involved and make for a successful group photo).*

Participants happy to be attending the workshop raise their hands. (Burundi)



ICEBREAKERS TO GET BETTER ACQUAINTED

There are a plethora of icebreakers for participants to get to know each other. Here is a selection:



Icebreaker introductions. A hat covers the participant's eyes. (Rwanda)

- Participants are in a circle, one behind the other. A participant taps the participant in front of them on the shoulder. They turn around, and the two participants introduce themselves and greet each other. Then the participant in front does the same in front of them and so on.
- Each participant should fall backward, trusting that the group will catch them.
- In pairs, participants look at each other, then stand back-to-back. Each must then answer questions that the other asks about their clothes, the color of their eyes...
- A participant gives two pieces of information about themselves (one true and one false), and the group must guess which is true and false. Respondents can move around the room depending on the response (e.g. “Those who think it’s true go to the right, those who think it’s false go to the left”).
- Participants are in a circle, and when a participant’s first name is announced, the two on either side of them should raise their hands (or crouch). If they do not, they must leave the circle.
- Character description. The participants are in a circle. The first says their first name and an adjective characterizing them, starting with the same letter. For example: “John, the jovial”. The next participant repeats: “John, the jovial”, then says their first name with an adjective starting with the same letter. And so on. The last participant repeats all the first names and adjectives in order and ends with their name.

Workshop Phase 1: The Resilience Assessment

WORKSHOP GENERAL PRESENTATION

Overview

Goals

- The participants know how the workshop will run.
- They know the workshop program.
- The workshop rules are clearly stated.
- The objectives of the workshop are clearly stated.
- Workshop limits are established.
- There is a climate of goodwill.

Approach

- Plenary

Materials

- Poster with the workshop program
- Sticky notes
- Markers

Preparation

- Prepare a poster with the workshop program.

Step by step

Introducing the workshop objectives

Give the following explanations:

- The main idea is to have the community learn what other communities in the country have developed to respond to their problems and then choose what they want to put in place.
- There is no funding coming with the workshop. The community will be connected with technical actors and possible donors, but will have to find its own funding.
- Participants will have to do the work by themselves: the facilitators will not teach them things but will accompany them in discovering solutions.
- Participants should teach other members what they have seen and learned. They have the chance

to participate in this workshop; they should share it with other members of the community and their neighbors.

- The workshop will have many other benefits: the development of participants' knowledge and skills, the definition of priorities for the community, connecting with other communities as well as with technical operators, motivation, strengthening of links within the group...

Introducing the workshop method

- Explain that the workshop includes three components:

- 1: The Resilience Assessment (3 days)
- 2: The Study Trip (2 days, in 2 groups)
- 3: The Action Plan Design (2 days)

Workshop Phase 1: The Resilience Assessment

1- The **Resilience Assessment** will identify the community’s problems to determine the best solutions. Just like at a doctor’s visit, the diagnosis must be accurately established for the prescribed treatment to be the correct one. Participants should answer as honestly as possible, and what is expressed will not go outside the workshop’s circle. During the assessment, participants will also discover the importance of the Key Biodiversity Area.

2- The **Study Trip** will visit initiatives implemented by other communities in the fields of agriculture, energy, and income-generating activities.

3- The **Action Plan Design** will be done in keeping with a method that makes it possible to identify the priorities and define the means of implementation.

Introducing the workshop program

Present a poster with the program:

1- The **Resilience Assessment**. Indicate the number of days and the place. Present the typical one-day program with the start and end times of the workshop.

2- The **Study Trip**. Indicate the number of days. Explain that the participants will be divided into two groups that will make different visits. Explain, when applicable, that the groups will be overnighting.

3- The **Action Plan Design**. Indicate the number of days and the place and reiterate the times.

At the end of the workshop, a small closing ceremony will present the workshop’s work to the authorities.

The workshop program is presented in the form of an illustrated calendar. In this example, the resilience assessment with all the participants lasts three days. The two groups make their study trip at two different times, and the writing of the action plan brings all the participants together again for two days. The expectations, written on blue sticky notes, were placed on the program.



THE IMPORTANCE OF DRAWINGS

Making beautiful posters contributes considerably to participants’ learning by using visual memory. Besides, some participants may not be comfortable with reading. Therefore, there is a real added value to illustrate the concepts used during the activities with simple drawings when designing the posters.

When making the sticky notes, get into the habit of writing the concepts in the facilitators’ language, in the participants’ language, and with visual aids. With each new drawing, make sure that participants understand what it illustrates. Besides, it is best to keep the same picture to illustrate the same concept for the workshop’s duration.

A good drawing should be:

- **Simple and quick to draw** so as not to waste time during activities.
- **Culturally suitable.** E.g. to symbolize money, use the abbreviation of the prevailing currency in the country.
- **Approved by participants.** Have the participants approve the drawing used. You can also ask them directly for their opinion on how to illustrate a concept.

Before the workshop, practice drawing the concepts you are likely to encounter. Keep in mind that, most of the time, you will have to improvise based on the ideas put forward by the participants.

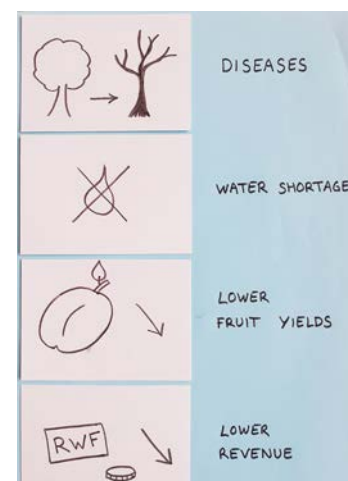
Here are some examples of illustrations that we used a lot during the workshops in Rwanda and Burundi. It is up to you to take ownership of them and adapt them to the context at hand.



Problems



Solutions



Various concepts

Workshop Phase 1: The Resilience Assessment

PARTICIPANTS' EXPECTATIONS

Overview

Goals

- Participants' expectations are formalized.
- Expectations that the workshop will not meet are identified to avoid disappointment.

Approach

- Plenary

Materials

- The program poster
- Sticky notes
- Markers

Preparation

- None



Step by step

Ask participants what their expectations are: *“What do you hope to gain from or to achieve by the end of this workshop?”* Write the answers on sticky notes, with a drawing to symbolize the meanings.

- If the expectation **can be** met during the workshop, say so and place the sticky notes on the program poster. For example: *“I would like to see what is being done in other regions of my country”*. This will be done during the study trip, the sticky note is placed on the program, at the Study Trip level.

- If the expectation **cannot be** met during the workshop, say so and explain why. For example: *“I would like you to help me send my children to school.”* This request is outside the workshop's scope, and it will not be possible to address that expectation.

Take the opportunity to clarify some terms: *“What do you mean by this term?”*

Remind all participants of the scope of the workshop, which is to improve agricultural, energy, and income-generating practices. Underline that the workshop does not include the implementation of projects and does not provide for funding.



Workshop Phase 1: The Resilience Assessment

WORKSHOP RULES AND LOGISTICS

Overview

Goals

- Indicate the rules that will allow the workshop to take place in the right conditions.
- Establish the framework in which the participants will work.

Approach

- Plenary

Equipment

- A big poster
- Small posters
- Markers

Preparation

- Prepare a large poster entitled: Workshop Rules.
- Prepare small posters by writing and drawing: “CLOCK” “SIGNING” “TELEPHONE” “PARTICIPATION” “IDEAS” “PHOTOS”.

Step by step

Presentation of logistical issues

- If it has not been done, describe the course of a typical day.
- Explain how the catering will be carried out at noon.
- Address transportation cost and reimbursement issues.
- Ask participants if they still have any questions.

Presentation of the workshop rules

Explain the objectives of this module: We will establish the rules for the workshop's smooth running.

Present each one of the posters you have prepared and explain their meaning:

- CLOCK: **Be on time** so as not to inconvenience the whole group.
- SIGNING: **Sign the signing sheets**. The same participants must stay throughout the workshop.
- TELEPHONE: **Turn off cell phones**.
- PARTICIPATION: Everyone must **participate**. Women should speak as much as men. If the facilitators notice someone is not participating, they will call on them.
- IDEAS: All ideas are **interesting**, and you can't go wrong answering. You won't be judged. The right solution won't be found without an accurate diagnosis of the problem, so speak out candidly. Furthermore, we want to hear new things. Everything is possible, and there are no crazy ideas!
- PHOTOS: Ask for permission to **take photos**. The facilitators need it to show the work to their donors as well as to inspire other communities.

The workshop can now begin!

ENERGIZING THE WORKSHOP

Use energizers regularly. There are many energizer ideas on the internet. Make a small catalog and use it as needed when you sense a dip in energy. Here are ours:



Participants get into a “knot” activity in Rwanda.

- **The Orchestra Conductor:** Participants are in a circle. The group designates a conductor while a participant hides their eyes. The conductor makes a gesture that all participants repeat. The participant who hid their eyes must guess who the conductor is. Once the conductor is unmasked, it is their turn to hide their eyes then find out who the next conductor is.
- **The Mime:** A participant mimics an activity from their daily life. The others must guess what it is.
- **The Mirror:** Two by two, each participant must reproduce the other's movements (like a mirror).

A facilitator takes the participants outside on a “flight”. (Burundi)

- **The Knot:** Participants gather closely, raise their hands, close their eyes then grab other hands. An outside participant must then untie the knot by guiding the participants. It is forbidden to let go of the hands. This game allows participants to intermingle. Depending on the country's culture, it may be preferable to separate men and women when doing this activity.

Beyond any particular activity, it is important to get people moving regularly. For example, the facilitators can change the configuration of the room. Ask those who were seated at the back to sit in the front. Use a “train” or “plane” to get from one space to another.

It is also possible to ask the participants to lead energizers themselves (traditional songs, traditional dances, gymnastics, etc.). They are usually happy to do it.

Lastly, the following tips may be useful:

- to put participants in a circle: propose a traditional dance;
- to take the participants to another room: suggest a small train.



PRESENTING THE KEY BIODIVERSITY AREA

This first part of the workshop presents the Key Biodiversity Area to the neighboring community.

Although they live nearby, community members often know little about the species present, conservation issues, the legal framework, and the ecosystem's services.

This part of the workshop aims to gain insight into their perception, the exact nature of their interactions with the Key Biodiversity Area and make them aware of conservation issues.

The topics covered are:

- Presentation of the Key Biodiversity Area.
- The importance of the species present for the survival of the ecosystem.
- Ecosystem services provided by the area.



This tree's bark from the Afromontane forest of Kibira (Burundi) has been illegally harvested for its medicinal properties. The tree is dying.

Workshop Phase 1: The Resilience Assessment

THE KEY BIODIVERSITY AREA

Overview

Goals

- Participants get to know better the Key Biodiversity Area around them.
- They have a holistic vision of the conservation issues in their area.
- They know the threats to the natural resources they use.

Approach

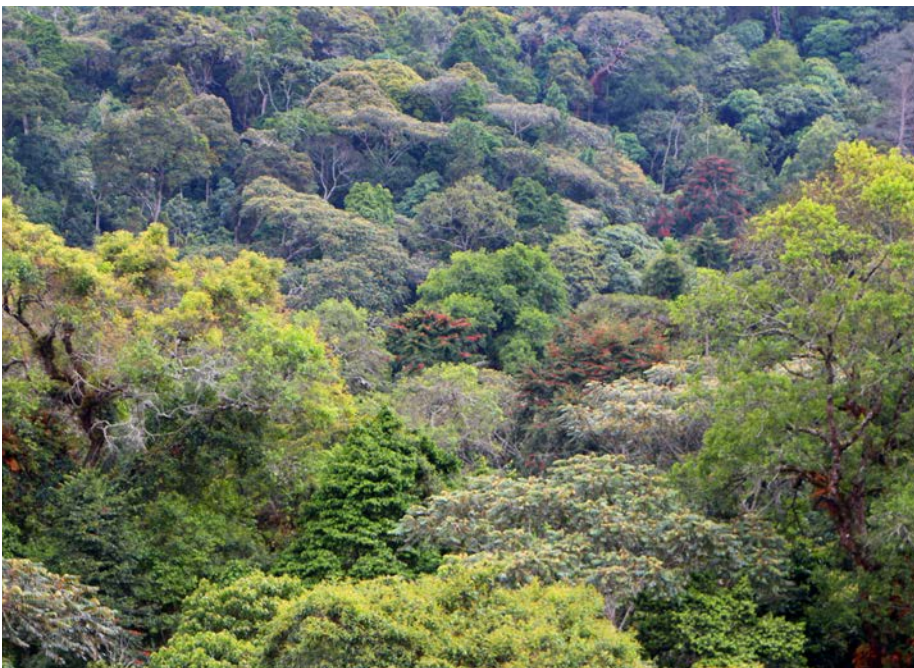
- Presentation by a specialist, as guest speaker. For example, the park warden who is in charge of working with the communities.

Materials

- If presented with a computer: a projector, an extension cord, and a power strip.
- Photos of the species present in the Key Biodiversity Area.
- A ball of string and a basket.

Preparation

- Invite the specialist, frame the content of their speech, tell them how much time they have, ask them what they need.
- Ask the specialist to make their intervention as interactive as possible.
- Ask them for their presentation in advance to complement it if necessary.
- Install and test projection equipment.



Kibira National Park, Burundi's second-largest nature reserve, is an Afromontane forest made up of three forest areas that are still intact. There are thousands of species of flora and fauna, many of them endemic. Many rivers have their source in this park. This plays an important role in the Congo and Nile River Basins.



Workshop Phase 1: The Resilience Assessment

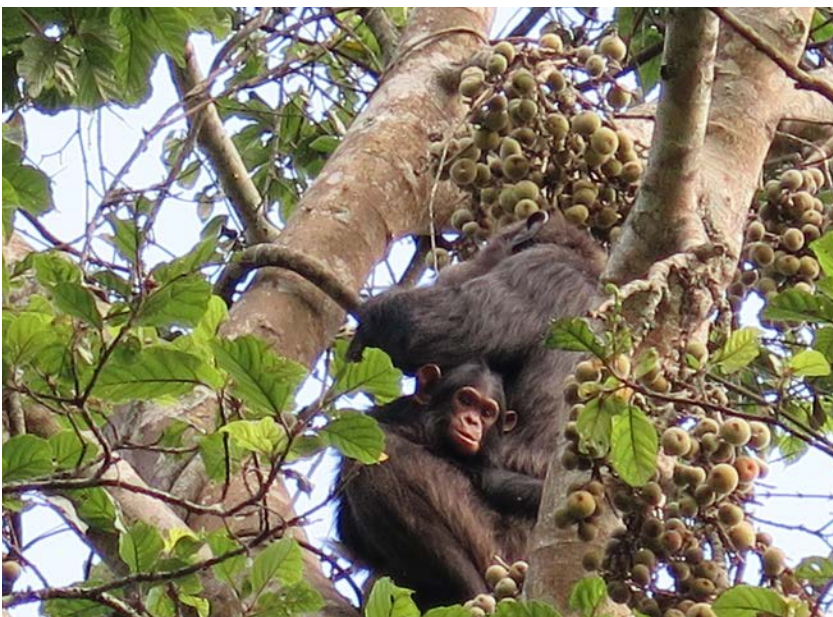
Step by step

General presentation

- Present the natural area that we are trying to protect:
 - Show a **map**.
 - Present the **biodiversity** found there: emblematic species, ecosystems, and so on.
 - Present the conservation **issues**: the threats weighing on the biodiversity and the services provided by these ecosystems.
 - Present the programs and **actions** implemented.
 - Where applicable, indicate the involvement of other neighboring **communities**.
- After the presentation, encourage participants to respond and ask questions. Encourage interaction with the specialist as much as possible.

Presentation of species

- Present photos of the emblematic animals and plants of the natural area.
 - Have the participants talk: Who has already seen them? What stories do they know about them?
 - As you go, place the photos on a poster.
 - Choose together the mascot, whose picture will be placed on a wall in the workshop room.
- Explain that all species are related: one must not assume that it does not matter if a non-iconic species disappears. Give examples:
 - Plants whose seeds must pass through an animal's digestive system to reproduce.
 - The Parisian fashion for feathered hats at the turn of the 20th century, which caused a dearth period in Egypt: the drastic decrease in the egret, hunted for its feathers, led to the proliferation of rodents, on which it fed, which ravaged crops.



Chimpanzees protected in the Cyamudongo Forest (Nyungwe National Park - Rwanda)

Workshop Phase 1: The Resilience Assessment

Illustration of interactions between species: the Ball of String game

This game is a good metaphor to illustrate that each species is linked to others and is important for the entire ecosystem.

- The participants in a circle pass around a ball of string, crossing the strands. A web ends up forming in the hands of the participants. The thread represents the links between species. Together, the participants and the string represent the ecosystem.

- Place an object that is bulky but not too heavy (e.g. a basket) in the center of the web. This object symbolizes a service provided by the ecosystem (for example, climate regulation).
- Then, one by one, the participants let go of one strand. Eventually, the object becomes unbalanced and falls because there are not enough species in the ecosystem for it to function.
- Explain that with the disappearance of species, the entire ecosystem is destabilized and can no longer provide ecosystem services.



Participants visualize the importance of the links among species in maintaining a functioning ecosystem.

THE ECOSYSTEM SERVICES

Overview

Goals

- Understand what ecosystem services are.
- Know the services provided by the Key Biodiversity Area.
- Take ownership of the arguments in favor of conserving the ecosystems and the Key Biodiversity Area.

Approach

- Plenary
- Then role-play in small groups.

Materials

- Posters
- Sticky notes
- Colored markers

Preparation

- Draw on a poster a diagram of the ecosystem being studied.
- Place on the poster the photos of the species previously presented.

Step by step

Presentation: Getting to know Ecosystem Services

Ecosystem services belong to the following categories:

1. Support services for conditions favorable to life on Earth: the cycle of carbon, water, oxygen, nutrients (production of biomass, production of atmospheric oxygen, formation and retention of soils and humus, carbon sinks).

2. Regulation services: breathable air, drinkable water, fertile soil, attenuation of floods and droughts, climatic inertia. Buffer effect against floods, climate regulation.

3. Supply services: food, materials, pharmacopeia, energy, breathing air, drinking water, textile fiber, pharmaceutical molecules.

4. Cultural services and amenities: spiritual, recreational, cultural, aesthetic, scientific, and educational benefits. Tourism, scenic beauty.

Workshop Phase 1: The Resilience Assessment

Brainstorming: Identifying services provided to the community by the Key Biodiversity Area

- Organize a plenary brainstorming session: What services do the Key Biodiversity Area provide to our community?
- Ideas are indicated on sticky notes and placed on a poster around a drawing symbolizing the Key Biodiversity Area.

For example, for a forest:

- Climate regulation, when the trees return water from the earth to the sky. Think of the sentence: “It isn’t a desert because there’s no water. It’s a desert

because there are no trees.” Tell the participants that, by preserving the Forest, they maintain their crops and the crops of other communities around the globe.

- Crop pollination.
- Job opportunities.
- Preservation of health through clean water and clean air (e.g. no respiratory illnesses due to dust).
- Crop irrigation.
- Production of hydroelectricity.
- Income from tourism.
- Land maintenance/fertilization.
- Pharmaceutical substances.
- etc.



Result of brainstorming about services provided by the forest ecosystem of Cyamudongo (Rwanda).

Workshop Phase 1: The Resilience Assessment

Roleplay: Taking ownership of arguments to protect the Key Biodiversity Area

- Roleplay for participants: *“A rich industrialist wants to buy the forest to exploit it. You are the guardians of the forest. What are you going to say to him?”*
- Divide participants into small groups of four. One of the participants plays the industrialist who

wishes to buy the forest to exploit its resources. The other participants oppose his/her project, developing their arguments.

- Facilitators move from group to group and note the arguments made by participants.
- After 10 to 15 minutes, gather everyone and debrief them on the main arguments that emerged during the roleplays.



Two participants engage in the roleplay exercise. The point here is to find arguments to defend the Cyamudongo forest against an investor who does not appreciate ecosystem services' importance. (Rwanda)

FACILITATING BRAINSTORMING SESSIONS

Brainstorming allows ideas to emerge. For example, to find a solution.

This technique consists of bringing together a group of participants who will share their ideas on a subject without receiving any criticism or judgment from others. For a brainstorming session to be successful, it is important that participants completely “break free” and bounce off other people's ideas to develop even better ones.

Variants:

- **Anonymous brainstorming.** Each participant writes down their ideas (one idea per sheet). The facilitator reads the different

ideas, and exchange is initiated between the participants.

- **Exquisite corpse game.** Each participant writes ideas on the top of a sheet. After five minutes, he passes the sheet to his neighbor, who writes down new ideas based on what he reads on the paper. The facilitator reads the different ideas, and exchange is initiated between the participants.
- **Reverse brainstorming.** Participants are invited to come up with the worst possible ideas. In addition to making the group less inhibited, this method can quickly identify and eliminate bad ideas.

Participants of a workshop in Rwanda brainstorm in small groups on solutions to their crop yield problems.



Workshop Phase 1: The Resilience Assessment

ASSESSING THE COMMUNITY RESILIENCE

The first step of the workshop is to lead the participants in carrying out a Resilience Assessment.

This refers to the sustainability of the community in relation to natural resources. Is the use of resources by the community sustainable? What are the problems the community is facing in relation with natural resources? What are the changes that have occurred over time?

The goal is to make participants realize that their practices are not sustainable and will have to be modified so that living conditions do not deteriorate.

For this, various activities will lead them to discuss their community's functioning and as well as the evolution of resources availability.

It is crucial that the facilitators do not state the fact that the practices are not sustainable.

Instead, they must lead the participants to deduce it themselves. This allows the participants to take ownership of this conclusion, which is an essential prerequisite for change. The facilitators should only suggest the activities, simply pointing out errors in reasoning.

A few comments:

- The different activities that follow can be done in an alternate order.
- What is important is not so much the finished product of the activity as the discussions between the participants, which allow the exchange of experience and awareness raising.
- For each activity, the participants, not the facilitators, must choose the categories, criteria, and so on.



Tea plantations at the edge of the forest by Cyamudongo. (Rwanda)

The resilience assessment activities are as follows:

1 / Comprehension tools

- The Geographical Map (understanding space)
- The Historical Timeline (understanding history)
- The Seasonal Calendar (understanding constraints)
- The Trends Diagram (understanding trends)

2 / Analysis tools

- The Problem Tree
- The Solution Tree

3 / Community mobilization tools

- Community Strengths
- The Tale of the Future

THE WILL TO CHANGE COMES FROM WITHIN

It is much more effective for participants to draw their own conclusions. That way, they author them and take ownership of them.

Above all, don't dole out lessons. Indeed, we generally do not receive things well when they come from the outside. If you tell people that their practices threaten their environment and therefore their livelihoods, they will question your right to do so.

Rather than trying to convince the participants, give them the opportunity and methods to analyze their situation. Don't tell them which problems they have. Let them deduce them. They must do their own community resilience analysis!

Participants develop their problem tree themselves. (Burundi)



Workshop Phase 1: The Resilience Assessment

THE GEOGRAPHICAL MAP

Overview

Goals

- Know the geography of the place and the scale of intervention.
- Allow everyone to visualize the location of resources (water sources, arable land, etc.), infrastructure (roads, markets, hospital, etc.), risk areas (erosion, landslides, floods, etc.), as well as the boundaries of protected natural areas.
- Understand the organization of the community and the difficulties associated with the environment.
- Locate the activities geographically when designing the Action Plan.
- Facilitate discussions and promote the exchange of information.

Approach

- Plenary. Participants stand in a circle and create the map together, following the facilitator's instructions.

Materials

- Various objects, for example, pebbles (boundaries of space), twigs (roads), leaves of different species (forests), pieces of bricks (houses), capsules (water sources), straws (cultivated plots), bundles (wood supply), etc.
- Colored chalk
- Color cards for the risks (e.g. yellow: eroded places, red: landslides, blue: floods).



While creating this geographical map, coffee plantation areas are symbolized by a branch of a coffee plant. (Burundi)

Preparation

- Indicate the place where the map will be set up. The site must be flat and sheltered from the wind. It can be on a table or the floor.
- Prepare the necessary material (ask participants to bring certain items if necessary).

Workshop Phase 1: The Resilience Assessment

Step by step

- Explain the activity’s objectives to the participants.
- Ask participants to orientate the map and determine its boundaries. Ask them to position the major geographic landmarks.
- Ask participants to fill in the map using symbols (e.g. bricks for houses, branches for roads, etc.)
- Ask participants to position homes, infrastructure, activity venues, natural resources, natural risk areas.
- Discuss: Do all participants have access to the activity areas? To resources? Are some more vulnerable to natural hazards?
- Allow participants to discuss and reflect on their observations.
- Photograph or copy the map, taking care to note the captions.



A participant draws the roadways of the area being studied.



The facilitator who is not leading the workshop takes notes on the points raised when creating the map.

Workshop Phase 1: The Resilience Assessment

THE SEASONAL CALENDAR

Overview

Goals

- Understand how work is organized over the course of the year.
- Highlight changes in seasonal activity: periods of peak work, periods of financial vulnerability, and so on.
- Know the variations in the availability of resources and understand the current strategies for managing these resources.
- Highlight the recurrences and the correlation between resource availability and daily life.

- Inputs for participants: discussion, exchange of information.
- Inputs for facilitators: a better understanding of the functioning and challenges of the community.

Approach

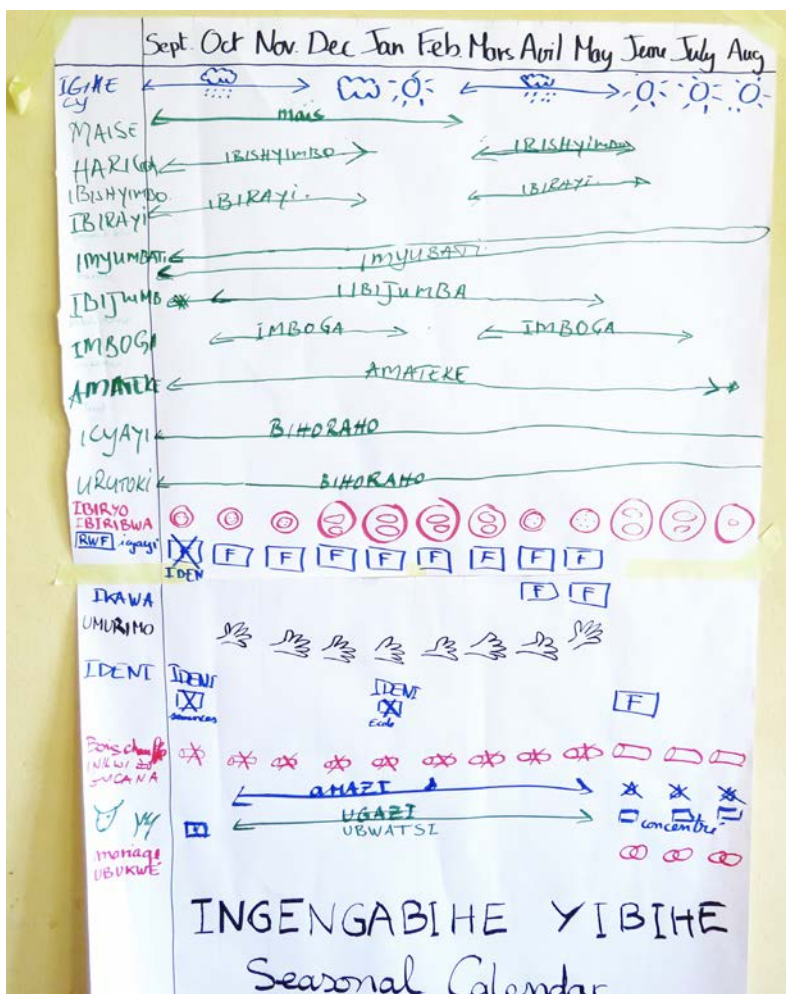
- Plenary. One or more participants get up and come to fill the calendar.

Materials

- Posters
- Colored markers

Preparation

- Prepare two posters in landscape format. Write the 12 months of the year on the abscissa.



This seasonal calendar made by a cooperative in Rwanda led to intense discussions on the evolution of farming practices due to climate change.



Workshop Phase 1: The Resilience Assessment

Step by step

The calendar includes agricultural and social activities as well as the availability of resources.

- Explain to participants the goals of the activity.
- Ask a participant to stand up and indicate on the poster:
 - **The seasons:** dry season(s), wet season(s).
 - **Agricultural activities:** for each crop, indicate the main stages (specify if this involves men or women).
 - **Other economic activities:** for each activity, indicate the main stages (specify if this involves men or women).
 - **Resource availability:** money, labor, wood, water, food, possibly a period of indebtedness, and so on.
 - **Interactions with the Key Biodiversity Area:** wood collection, natural risks (floods, fires), etc.
 - **Important social events:** grand market, a major holiday, wedding season, etc.
- For each category, write or draw the theme in the left column of the table (for example, "the seasons") and ask a participant to fill in the calendar (e.g. a blue marker or a "rain" symbol for the months of the rainy season, a yellow marker or a "sun" symbol for the months of the dry season).
- Do this for each one of the themes. Change the participant for each topic. If the participant runs out of ideas, ask another participant to come and help.
- If some participants disagree, ask why and let everyone have their say. Certain phenomena can then be highlighted, such as the change of seasons due to climate change.
- When the calendar is finished, read by column (therefore: by a period of the year) and make connections between activities. Facilitate discussion:
 - Are there recurring phenomena (debt, lack of firewood, etc.) If so, why? What strategy is in place to remedy this?
 - Was the timeline different 10, 20, 30 years ago? Why? If the issue of climate change has not yet been addressed, speak up now.
- Take a photo of the result and move the posters to a wall in the room to remain until the workshop's end.

Workshop Phase 1: The Resilience Assessment

THE HISTORICAL TIMELINE

Overview

Goals

- Know the events that have affected the community in the past.
- Raise awareness of the significant changes that have already occurred.
- Facilitate discussion and the exchange of information.

Approach

- Either in plenary or by age groups. In the latter case, start with the older participants, the other ones just adding events that were not said.

Materials

- A fairly long string
- Colored markers
- About thirty cardboard cards
- About thirty clothespins

Preparation

- Before the activity begins, extend a string from one end of the room to the other on which will be hung, in chronological order, the cards held by the clothespins.



For this historical timeline developed in Rwanda, the societal and economic events have been placed; now, the ecological events will be discussed.

Workshop Phase 1: The Resilience Assessment

Step by step



- Explain the activity's goals to the participants.
- Ask participants about the major events that have affected their community.
- For each event, write on a card the year, the name of the event in the participants' language, and draw a picture to symbolize it.
- It is possible to opt for a color code: a green marker for events related to the environment, a red marker for societal events, a black marker for economic events, and so on.
- Hang the card on the string in its chronological place (ask participants to say which side is the present, which side is the past).
- Delegate tasks to not waste time: one facilitator asks participants and prepares the card; the other hangs it in its place on the timeline.
- Example of topics to be addressed (to give ideas to participants):
 - Historical events
 - Natural disasters
 - Major societal changes
 - The introduction of new crops or agricultural practices
 - Exceptionally good or bad agricultural yields
 - Changes in access to natural resources
 - Changes in energy practices
- Discuss: Are there recurrences? Events that follow each other and are linked in time? Do participants see a connection between environmental events and social or economic impacts?
- Take a photo of the result and move the timeline to a room wall, to remain until the workshop's end.

STIMULATING MEMORY

- Research has found that there are eight types of intelligence, which correspond to eight kinds of memory. To maximize the chances of reaching everyone, knowledge must be transmitted several times, each time drawing on a different type of intelligence/memory: verbal-linguistic, visual-spatial, logical-mathematical, musical-rhythmic, bodily-kinesthetic, naturalistic, intrapersonal, interpersonal.
- Limit top-down teaching and opt for dynamic teaching approaches such as site visits, role-play, storytelling, drawing, and so on.
- Use visual aids on posters for participants who are not comfortable with reading.
- Solidify new knowledge by putting it into practice during training (through roleplays and in the field).
- We learn the best when we are teaching. Place learners in the position of teachers. An additional benefit is that learners are then put in the role of resource persons, which they may keep in the future.
- End each day with a little recap (participants take a turn saying: "What I learned today" or "What I liked today"). Each morning, recap the content of the day before.
- You may also use the "learning partners" technique: the participants are paired up to talk regularly during the workshop about, for example, what they do not understand.



During this role play, one participant tries to convince the other to join the cooperative. (Rwanda)

Workshop Phase 1: The Resilience Assessment

THE TRENDS DIAGRAM

Overview

Goals

- Discuss the community's major past developments.
- Highlight recurrences and correlations.
- Become aware of future trends and the possible tipping points towards radical change.

Approach

- To list the themes: reflection in focus groups per gender, then feedback in plenary.
- To describe the trends: in plenary, one participant, guided by all the others, organizes the sticky notes by causal link.

Materials

- 2-3 posters
- Sticky notes in 2 different colors
- Colored markers
- Colored sheets or cards

Preparation

- Hang the posters on the wall in landscape mode and write the title: "Trends" in the local language and English.



This trends diagram shows the impact of overpopulation and overgrazing on soil fertility and the subsequent decline in farming income in Rwanda.

Workshop Phase 1: The Resilience Assessment

Step by step

- Explain the activity’s objectives to the participants.

Brainstorming on changes

- Divide the participants into gender groups (the women's group and the men's group).
- Ask participants the question: “*What has changed in your life?*” Tell them that they should use sentences that include words like “increasing, improving” or “decreasing, deteriorating”.
- For each change stated, the facilitator creates a sticky note with the word in the language of the country + a drawing to symbolize it + an up or down arrow to indicate the trend (upward for up-sizing trend and downward for downsizing trend).
- For example: for “crop yields are decreasing”, write “yield” in the language, draw an ear of corn, and draw an arrow down.
- It is possible to use different colored sticky notes to highlight the different themes. For example, red sticky notes for social trends, green for environmental trends.
- Bring the two groups together in plenary.
- Alternatively, a representative from each group presents a sticky note written by their group. Place the sticky notes on a poster, in any order. Overlay repeating sticky notes.
- Point out that men and women have not thought of the same themes. The life experiences of women and men are different. The groups’ complementarity enriches the community.

Organization by causal link

- Then ask a participant to organize the sticky notes by cause and effect. Insert sticky notes with arrows to indicate causal links. When this is done, ask the group if they agree. A new participant can take over to reorganize the sticky notes. Several diagrams can thus be formed.
- For example, the population increases → the size of the plots decreases → fallow land decreases → the yields decrease → there is less to eat AND there are fewer income → debt increases.
- Explain that certain trends can have several immediate causes and several direct consequences.
- After all the sticky notes are in place, ask a participant to recap. When the whole group agrees, the sticky notes’ organization stops.
- If there is time, start a discussion: Have there been any early signs of some trends? When will it no longer be bearable (tipping threshold)? Will it be during the life of the participant or their children’s lifetime?
- Take a photo of the result and move the posters to a wall in the room to remain until the workshop's end.



USING POSTERS THE RIGHT WAY

- Posters are the main working and capitalization tool for workshop activities. Sticky notes are placed on them.
- Prepare posters (e.g. write headlines) the day before. Add the title translation in English to find your way around and use the photos in your reports.
- When one poster is done, display it where it will be presented at the workshop's end. You may want to organize posters by day or by topic.

A participant recaps the solutions from the action plan just drafted by the community in Burundi.

- Go back to the posters regularly during the workshop to make connections.
- Some posters remain valid throughout the workshop. You can tick off the points you cover as you go.
- During the closing ceremony, use the posters to present the content of the workshop, then give the posters to the community.



THE MAIN PROBLEM IDENTIFICATION

Overview

Goals

- Identify the problems faced by the community.
- Prioritize these problems.
- Highlight the main problem that needs to be remedied.

Approach

- Brainstorming in gender groups to list the problems. Feedback in plenary. Then, selection of the main problem.

Materials

- A poster
- Sticky notes
- Colored markers

Preparation

- Hang a poster on the wall with the title "Problems" in the language of the participants.

Step by step

- Explain the activity's goals to the participants
- Form two focus groups by gender: a group of women and a group of men. Ask each group to list the main problems they face. Specify clearly:
 - They must be agricultural, environmental, or energy issues only.
 - They should be issues faced by the whole community, not just by the focus group in question.
 - Do not mention the "lack of money". Mention only the problems that the lack of money creates.
 - Do not name something the community lacks if it is not a problem: a lack is not necessarily a need.
- Ask each group to agree on three important issues. The facilitator makes a sticky note for each problem (on sticky notes of different colors for men and women), with a word in the participants' language and a drawing representing it.
- Bring the two groups together in plenary. Ask a representative of each group alternately to present a problem found by their group. Place the "problem" sticky note on the poster. Overlay identical problems. When all the problems have been submitted, point out the differences between the groups (the sticky notes are of different colors).

Workshop Phase 1: The Resilience Assessment

- If necessary, group the problems by themes. For example, problems related to agricultural yields, logistical problems, environmental problems, etc. Possibly create categories: “Low harvest price”, “Debt”, “Poverty” can be grouped under the category: “LOW INCOME”. “Loss of land fertility”, “Erosion”, “Lack of manure”, “Small plot”, can be grouped under the category: “POOR QUALITY OF AGRICULTURAL LAND”.
- When there are only two or three problems left, ask: “What is the main problem? If you could only change one thing, what would it be?”. Take up the most common problem possible or use the weighted voting method to create a consensus (see page the dedicated HIGHLIGHT “Weighted voting”).
- Take a picture of the result. Leave the poster in place for the next activity.



The members of a cooperative in Rwanda have brainstormed the problems it faces. The list will be shortened to focus on the most central problem.

Workshop Phase 1: The Resilience Assessment

THE PROBLEM TREE

Overview

Goals

- Formulate the central problem encountered by the community.
- Identify its consequences in the environmental, social, and economic fields.
- Identify its causes in the environmental, social, and economic fields.
- Prioritize the causes of the central problem to tackle the root causes.

Approach

- Plenary. Participants are gathered around the poster and brainstorm about the causes and consequences of the problem. If time allows, ask a

participant to put the sticky notes to build the roots. Otherwise, this can be done by a facilitator.

Materials

- Posters
- Sticky notes in different colors
- Colored markers

Preparation

- Hang a poster vertically on the wall, with the title “PROBLEM TREE”. Symbolize a tree on the poster: a trunk, branches, roots. Leave plenty of room for the roots.



In this problem tree, low agricultural production is the central problem (yellow sticky note). The many causes have been listed in pink and constitute the “roots”. The economic, social, and environmental consequences form the “branches”. (Rwanda)



Workshop Phase 1: The Resilience Assessment

Step by step

- Explain the activity's objectives to the participants.
- Explain that we are going to make a symbolic tree: the trunk of the tree is the problem encountered by the community, the causes are the roots, the consequences are the branches.
- Write on the trunk the problem identified by the community in the previous activity ("The Main Problem Identification").
- Start by listing the **consequences** of the central problem (the branches). Write and draw them on sticky notes of a given color, then place them on the tree branches. Eventually, create different branches for the social, economic, and environmental consequences. To continue exploring, ask the question: "*What else?*", to know the consequences of the consequences. Stop when you can go no further. If necessary, add a poster on the tree to enlarge the branches.
- Confusion between causes and consequences is classic. When listing the consequences of the problem, if a cause is mentioned, write it on a sticky note in a different color and set it aside. It will be used in the next step.
- Then get participants to think about the **causes** of the central problem (the roots). Write them and draw them on sticky notes of a different color, then place them on the tree roots. To continue exploring, ask: "*And why?*" to identify the causes of the causes. Place the sticky notes in order of causal link. Stop when you can go no further. If necessary, add a poster under the tree to enlarge the roots.
- Summarize what is written on the tree, starting with the deepest roots (i. e. the root causes of the problem).
- If there is time, you can create a second problem tree, starting from another problem mentioned in the previous activity.
- Take a picture of the result. Leave the posters in place for the next activity.

USING FOCUS GROUPS

The focus groups method consists of interviewing members of the community by social category. This is important because different categories of people within the community may face different problems. And we want to deal with a problem encountered by as many community members as possible, not just those who speak when the whole community is together.

Focus groups allow everyone to express themselves freely. They are particularly useful for expressing problems.

Working in men's/women's gender focus groups on problems faced by the community.



SETTING UP FOCUS GROUPS

Which different focus groups can we have in a community?

- Women
- Young people
- Religious minorities
- The elderly
- The disabled
- Farmers
- Cooperative members
- Trade union members
- Tourism stakeholders
- etc.

LEADING FOCUS GROUPS

- Define categories of people in the community and bring each group together.
- Ask each focus group to discuss the topic studied, for example, the problems encountered by the community as a whole.
- When all the focus groups have completed their discussions, bring all the participants back together and ask a representative from each group to present their group results.
- At the end of the recaps, highlight the differences (complementarity, opposition) between each group's results.



THE SOLUTION TREE

This activity consists in turning the Problem Tree into a Solution Tree.

Overview

Goals

- Formulate solutions to the causes as well as the consequences of the central problem studied.
- Identify the causes we can directly address and those over which we have no direct control.
- See that various solutions exist.

Approach

- Plenary. Possibility of forming focus groups (by age or by gender) if you have the time.

Materials

- Problem Tree created previously.
- Many sticky notes, a third color not used on the Problem Tree.
- Colored markers.

Preparation

- Hang on the wall the Problem Tree poster created in the previous activity.

Step by step

- Explain this activity's objectives to the participants.
- Ask participants for possible solutions to resolve the causes or address the consequences of the Problem Tree. Don't proceed by logical order. Instead, bring up all the ideas that come up. Do not limit the discussion to what is possible. The aim is to list all known solutions.
- Please note: ensure that everyone in the community has a say during this discussion.
- Create a sticky note for each idea (word + drawing) and place it above the cause or consequence that it solves. Make a similar sticky note if this idea solves more than one thing.
- When all the ideas for solutions have been discussed, let the participants know that some of them will be observed on the study trip and indicate which ones. Solutions visited during the study trip but not mentioned by participants should now be said, written on sticky notes, and placed on the Solution Tree.
- Take a photo of the result and move the posters to a wall in the room to remain until the workshop's end.

Workshop Phase 1: The Resilience Assessment



On this Problem Tree, many causes of the central problem, written on pink sticky notes, are covered with possible solutions, written on yellow sticky notes. (Rwanda)

HAVING PARTICIPANTS RECAP THE CONTENT REGULARLY

Reviewing the content has to be done at the start of each morning, at the end of each day, and after an important activity.

For this to happen, the facilitator proposes to participants to say, for example:

- In the morning:
 - What I liked yesterday
 - What I learned yesterday
 - My mood this morning
- In the evening:
 - What I liked today
 - What I learned today
 - My mood this evening

The sentence should change each time the activity is done.

The activity is carried out in the following way: participants stand in a circle, and each participant, at their turn, goes to the center of the circle and speaks their sentence. The facilitator can start to give an example. The participant then picks another one by going to the circle's edges with their eyes closed, or throwing a ball.

After an important activity, ask someone to summarize, for example, the three main pieces of information from the activity.

At the end of the workshop in Rwanda, the participants recap the content they have seen.





Workshop Phase 1: The Resilience Assessment

THE COMMUNITY STRENGTHS

Overview

Goals

- Participants become aware of their strengths.
- Each participant becomes aware of the internal resources of the group.
- Participants have confidence in themselves and in their group.
- The group is united in its values and strengths.
- The group is confident in its ability to act.

Materials

- A poster
- Sticky notes
- Colored markers

Preparation

- Prepare a poster in landscape format with the title: “The Community’s Strengths”.

Approach

- Theater, roleplay in small groups.

The members of the Dukungire Kibira cooperative in Burundi proudly present the poster of their organization’s strengths.



Workshop Phase 1: The Resilience Assessment

Step by step

- Explain this activity’s objectives to the participants.
- Form groups of 8-10 participants. Explain the rules of the role play to them: in each group, two participants wonder whether it is useful to join the community. The rest of the group must convince them.
- Move around among the groups to ensure that the instructions are fully understood and that the participants are playing their role. Those trying to convince others to join the cooperative find arguments while the other two participants are opposing counterarguments to push the group to be more persuasive. The debate can be lively! Let the groups argue for about ten minutes.
- Back in plenary, each group representative alternately states an argument that their group has found to join the community. Take note of each idea, illustrate it on a sticky note and place it on a poster.
- Take a picture of the result and move the poster to a wall in the room to remain until the workshop's end.
- Another version of this activity is brainstorming on the community's strengths and resources with focus groups based on age or gender. Note that the roleplay is much more fun and interactive.



Community is to be understood as a group of persons having a shared activity or interest: village, cooperative, local organization, etc. It's the organized group the participants belong to.

Workshop Phase 1: The Resilience Assessment

THE TALE OF THE FUTURE

Overview

Goals

- The community looks to the future with optimism.
- Faith in a better future is rekindled.

Approach

- Group storytelling/singing.

Materials

- None

Preparation

- Ask before the workshop whether one of the participants is a storyteller or a singer. If applicable, ask them to prepare a story or song that tells how preserving the Key Biodiversity Area has resulted in community prosperity.

Step by step

- Ask participants to stand up in a circle.
- The storyteller/singer performs.
- Participants can accompany him or her by repeating certain verses from the song or by completing their story.

In Burundi, a storyteller from the community describes a radiant future, and the participants internalize her words.



IT IS BETTER TO ARGUE FROM A POSITIVE ANGLE THAN FROM A NEGATIVE ONE

DO NOT BASE YOUR ARGUMENT ON THE PROBLEMS TO COME

What answer do you get when you tell people that they should stop logging or else the area will turn into a desert? “We have to feed our family!” People, of course, have good reasons for doing what they do. Telling people that their behavior is bad is of no use.

It can even be counterproductive by leading to denial. Indeed, the brain's cognitive consonance obligation means that we can only act according to what we believe and believe according to the way we act (*Leon Festinger, 1957*). However, when there is a state of cognitive dissonance, that is to say, when a person's convictions and behavior are in contradiction, it is much easier to

change their speech and their beliefs instead of their entrenched behaviors!

The strong need to reduce our cognitive dissonance explains why some conservationists' pessimistic and moralistic discourse does not work. Fortunately, this strategy is coming to an end: IUCN's “Love Not Loss” video asserts that it is the love of nature that drives people to action, not the prospect of losing it.

Therefore, don't base an argument on the problems ahead. Don't be a catastrophist. Scaring people with the hope of getting them to change their actions simply doesn't work.

INSTEAD, BASE YOUR ARGUMENT ON THE BENEFITS OF THE NEW BEHAVIOR

Use intrinsic motivation. Indeed, intrinsic motivation, which is, based on the new behavior's advantages, a much more effective change agent than extrinsic motivation, based on the current behavior inconvenients.

Use positive visualization. Describe the benefits of the new behavior and ask participants to visualize themselves with the new behavior: “We are in the future, and this new practice has been implemented. Describe the improvements that have occurred in your life as a result of this.”



“Solutions Worth Sharing” Methodology

THE METHODOLOGY, STEP BY STEP

Workshop Phase 2: The Study Trip





Workshop Phase 2: The Study Trip

WORKSHOP PHASE 2: THE STUDY TRIP

This is the time for discovery and learning, and undoubtedly the highlight of the workshop.

During the study trip, participants will meet other communities that have found solutions to shared problems. They will see that other practices are possible and that they are effective.

The trip allows participants to observe, question, exchange, etc.

The trip can also be an opportunity to discover one's own country, bond between communities, and unite the group. It may happen that for some participants, this trip is the first, and therefore an important experience!





Workshop Phase 2: The Study Trip

THE STUDY TRIP DESIGN

- Organize two different trips for each group of 15 participants, to visit different solutions and therefore for the whole group to discover more solutions.
- It should be possible to complete each tour in two days.
- One of the tours should allow participants to return home in the evening, for people who do not want to or cannot sleep-out to participate in the visits.
- Do not underestimate the transport time. For each route, plan two project visits per day, even only one if there is a lot of distance to cover. Leave room for the unexpected. An example of a program is provided in the [Appendix](#).
- Before the Study Trip, inform the leaders of the projects that you are going to visit, as well as the relevant local authorities.
- A scouting visit is essential to ensure the projects' relevance and verify the trip's logistical aspects (accommodation, catering, and so on).
- Check that the season allows travel. Avoid traveling during the rainy season when the roads and paths do not permit travel by minibus.



Traveling and dining are major moments of togetherness that help to bring the group closer together. (Burundi)

THE STUDY TRIP LOGISTICS

- **Transportation.** Reserve two minibusses with sufficient seats for participants and facilitators.
- **Catering.** Make sure you have food outlets along the way. Give preference to buffets to reduce the waiting time, or establish an agreed-upon schedule so that you can be served quickly.
- **Accommodation.** Book accommodation for the overnighting group. As much as possible, have the whole group lodged at the same venue, and with the facilitators to strengthen group cohesion.
- **Visibility.** A banner can be placed on the minibus, and the participants can receive T-shirts in the colors of the project.



Workshop Phase 2: The Study Trip

BRIEFING PARTICIPANTS

- During the workshop, at the end of the three days of assessment, brief participants about the study trip:
 - Travel duration
 - Route (without going into the details of the solutions visited)
 - Travel-friendly attire (comfortable, allowing you to go into the field) and possible delivery of T-shirts
 - Day, time, and meeting place for departure
- Explain that there are two routes and form two equal groups. Ensure there are men and women in both groups and that the group leaders are also evenly distributed. Participants wishing to return home at night should be part of the trip closer to the workshop base.
- Explain to the participants what is expected of them: for each solution encountered, they should take as much information as possible to present the solution to the other group’s participants accurately:
 1. How does the solution work?
 2. What are its advantages and disadvantages?
 3. What are the resources required to implement it? (Equipment, tools, training, support, and so on.)



Ups and downs in the field: the minibus got bogged down. For the rest of the trip, participants ride in the pick-up of one of the Nyungwe National Park wardens. (Rwanda)



Workshop Phase 2: The Study Trip

WHEN VISITING A SOLUTION

- If necessary, meet with local authorities when arriving in the area. Once in the host community, introduce yourself to the hosts and introduce the group of participants. If the hosts are not the same as those met during the scouting visit, take their name and contact information.
- Present your approach, for example: *“We are looking for solutions that can benefit the communities living on the edge of the Cyamundongo forest. We found that the best way was to take them to visit functioning solutions developed by Rwandans. We surveyed across the country and heard about you. Thank you for the time you invested in explaining to our group members what you are doing. Maybe, later, it will be their turn to share a solution with you!”*
- Let participants ask questions and exchange information with their hosts. Intervene as little as possible. Participants must ask the questions.
- Write down the information on the solution to possibly complete the participants’ report during the feedback session. Note the themes raised by the participants during the discussions. Photograph the solution alone and with the participants discovering it.
- If the host group has an interesting organizational operation, ask them to describe it (for example, management of members, the payment of contributions, mutual assistance between members, etc.)
- When the visit is over, warmly thank everyone for their availability and explanations.



AFTER THE VISIT

- Sort the photos taken to keep the best ones.
- Clean up the notes taken during the visit and the contacts for each solution.

A participant takes notes while visiting a cooperative. He knows he will have to recap what he learned to the others. (Burundi)



A young participant learns about an improved stove from a stove maker in Rwanda.

USING PEER-TO-PEER LEARNING

Group influence is very powerful.

Illustrations of this are countless, for example:

- The similarity between neighboring houses, worldwide.
- The strength of “Tupperware parties”, where each participant will ultimately buy like the others.
- The famous sociological experiment in which, to encourage people to use fans instead of

air conditioning, it was not the economic, ecological, or citizen argument that worked, but this one: *“When surveyed, 77% of your neighbors said that they turn off their air conditioners and turn on their fans. Please join them.”*¹

Therefore, use peer-to-peer learning and have new behaviors introduced by those who already use them.

¹Alex Laskey: *“How behavioral science can lower your energy bill”*



EXAMPLES OF SOLUTIONS SEEN ON STUDY TRIPS

Intensive vegetable gardening





Terrace farming and fodder production





Workshop Phase 2: The Study Trip

Beekeeping





Workshop Phase 2: The Study Trip

Cooperative store





Workshop Phase 2: The Study Trip

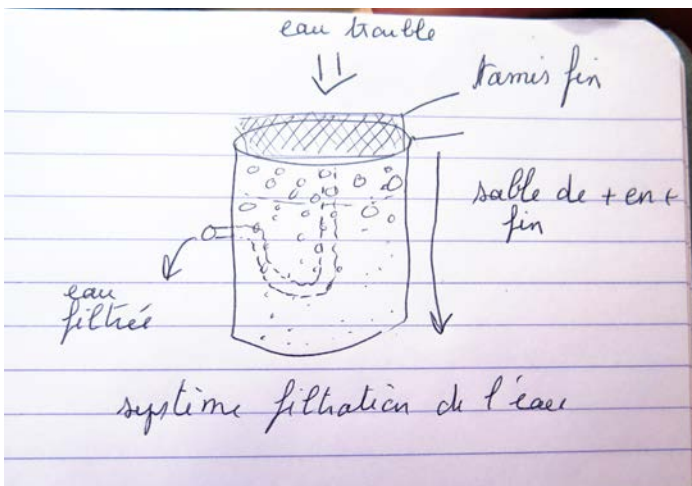
Stormwater collection





Workshop Phase 2: The Study Trip

Water filtration





Workshop Phase 2: The Study Trip

Cattle stabling





Biogas production





Workshop Phase 2: The Study Trip

Improved stove





Workshop Phase 2: The Study Trip

Craft





“Solutions Worth Sharing” Methodology

THE METHODOLOGY, STEP BY STEP

Workshop Phase 3: The Action Plan Design





Workshop Phase 3: The Action Plan Design

WORKSHOP PHASE 3: THE ACTION PLAN DESIGN

This is the phase of decision making and commitment that will bring forth change.

This part has the following main objectives:

- Participants learn the solutions by explaining them to others and acting as resource persons.
- Participants collectively select and prioritize the solutions they want to implement.
- Participants define an implementation plan.
- Participants officially commit to the implementation of this plan.





DEBRIEFING THE STUDY TRIP

The study trip debriefing includes:

- First, the trip's impressions regarding what participants felt: What they liked and what they did not like.
- Then, the description of solutions visited, of course.
- Lastly, impressions of the overall trip: different landscapes, agricultural practices...
- Possibly, if this is a problem for the participants' community, the operating mode of the communities they met.





TAKEAWAYS FROM THE TRIP

Overview

Goals

- Collect participants' impressions of the Study Trip.
- Learn from the Study Trip for capitalization – what made it enjoyable and what can be improved.
- Prepare the technical debriefing of the solutions by placing the participants back into the trip.

Approach

- An icebreaker-type game

Equipment

- A ball or a bottle of water

Preparation

- None



Sometimes, study trips can involve unexpected events, like here in Rwanda when participants had to push the minibus.

Step by step

- Ask participants to form a circle.
- Introduce the game rules: Whoever has the ball (or the water bottle) says one thing they liked about the trip and one thing they didn't like. They should avoid repeating what has already been said.
- The facilitator starts, takes the ball and says one thing he liked and one he didn't like during the study trip. For example: *“I liked your dynamism when meeting with other groups and your interest*

in the solutions we visited. I didn't like the long drive to visit some solutions.”

- Throw the ball to a participant and invite them to say what they did and didn't like during the study trip.
- Alternate men and women when taking a turn to speak.
- A facilitator takes note of what is said by the participants to learn from the study trip.



DEBRIEFING AND ANALYSIS OF THE VISITED SOLUTIONS

Overview

Goals

- Participants teach each other about the solutions visited on the study trip.
- Thus, each participant has a holistic vision of all the solutions seen, even those they have not visited in person.
- The solutions visited are described in detail, along with photos.
- All participants understand how the solutions visited work, their benefits, and what is required to implement them.

Approach

- Debriefing in plenary. Alternate visiting groups.

Materials

- Numerous posters

- Sticky notes in three colors: the first for the name of the solution, the second for its advantages, the third for what is required to implement it.
- Colored markers
- Photos of the solutions visited (printed or on a computer or a mobile phone)

Preparation

- Prepare posters in portrait format with the title “SOLUTION”. Divide them into two columns: the left column being labeled “ADVANTAGES” and the right column “NEEDS”.
- Prepare the sticky notes representing the solutions, with their name and a drawing.
- Reposition the posters created during the assessment if they were removed during the study trip.
- Rearrange the room so that participants from both groups can sit facing each other.

Step by step

Launch of the activity

- Explain the activity’s objectives to the participants
- Have participants sit in study tour groups, with the two groups facing each other.

Summary of all solutions

- Ask each group alternately to state a visited solution. Write and draw the solution on a sticky note of the first color (e.g. beekeeping, biogas) if it has not been prepared.
- Paste all the sticky notes on a poster.



The facilitator passes her laptop around, showing photos of a rainwater harvesting system visited during the study trip. (Rwanda)



Workshop Phase 3: The Action Plan Design

Analysis of each solution

- A participant from the first group stands up and chooses a sticky note of a solution they have seen. They place the sticky note in the middle of a new poster and describes, with details, how this solution works.
- During this time, pass around the photos of this solution to the group that has not seen it (pass around the smartphone or computer on which the photos appear, or project the images on a wall).
- When the participant has finished, ask if anyone in their group wants to add to what was said. Ask the group that did not visit the solution if they have any questions.
- Ask if any participants are already implementing this solution at home and note which ones.
- Then ask all the participants the advantages of this solution: *“What does this solution bring?”* Write each benefit on a sticky note of the second color. Place these sticky notes on the left of the poster, in an “ADVANTAGES” column.
- Ask another participant what is required to implement this solution: *“What do we need to set up this solution?”* Write down each necessary aid on a sticky note of the third color. Place these sticky notes on the right of the poster in a “NEEDS” column.
- Ask the second group to choose a visited solution and to debrief it using the same method.
- Note that some solutions can be grouped and analyzed together. For example, all ecological techniques of intensive cultivation (sack gardening, pyramid gardening, etc.) can be seen simultaneously.
- If you are unsure how well some participants understood a solution, ask them to recap what was said, using the poster.
- Photograph the posters and hang them on a wall in the room as a reminder.



Debriefing and analysis of a beekeeping solution by participants. Its functioning, advantages, and implementation requirements are reviewed. (Burundi)

Comparison of solutions to the Community Resilience Assessment

- Once all the solutions have been analyzed, ask participants to place the solutions back on the Problem and Solution Tree created during the assessment.
- For each solution, ask the following question: *“Does this solution address the central problem on the Problem Tree? If so, how?”* Ask participants to raise their hands if they think this is the case and help them place the solution in the general context of the issues being faced by the community.



OTHER OBSERVATIONS

Overview

Goals

- Participants, who have been encouraged to observe landscapes and practices during the field trip, share their travel observations (other than solutions).
- They link certain practices and the consequences they can have on the environment.

Materials

- None. Perhaps photos of certain landscapes taken by the facilitators.

Approach

- Brainstorming. This activity can be done as an energizer, by using a ball to take turns speaking.

Preparation

- None



In Burundi, a participant discovers with surprise bamboo plants used to stabilize riverbanks.

Step by step

- Start the activity after all the solutions have been analyzed so that they are not mentioned.
- Ask participants what they saw, apart from the solutions, that were different from home.
- Give examples. It can be about landscapes, a type of crop, soil degradation, a different climate, and so on.
- The idea is to generate discussions based on the observations. For example, the regions crossed were significantly affected by erosion as a result of being deforested.
- Link with the ecosystem services of the natural areas visited.
- Facilitators can also share their own observations.

CREATING SMALL GROUPS QUICKLY

You don't want here to form focus groups (i.e. by sociological category), but small random groups, for example, to do exercises. These methods also allow participants to boost their energy levels and get to know each other better.

- Ask participants to line up by age.
- Ask participants to line up by size.

- Ask participants to position themselves in the space by place of residence. Define the scale and the orientation with them beforehand: *"We will do the exercise in this room. Which area does it represent? How is it orientated?"*
- To be sure to form new groups different from the previous ones: ask participants to number themselves within each group, then call all numbers 1, numbers 2, etc.

Participants were asked to organize themselves by age. (Rwanda)





OPERATIONAL TIPS FROM OTHER COMMUNITIES

This activity can be done if the community has operational problems.



A man explains how his cooperative's savings and loans system works, which also serves as solidarity fund. (Burundi)

Overview

Goals

- Encourage the community to improve how it operates.
- Draw inspiration from how the visited community operates.

Approach

- Group brainstorming and cross-debriefing.

Materials

- A poster
- Sticky notes
- Markers

Preparation

- Reposition the Group Strengths poster produced during the assessment.

Step by step

- Explain the activity's objectives to the participants.
- Make two groups, mixing members of the two field groups.
- Each group discusses the functioning of the communities they met and notes the good ideas to be taken up for the community.
- Bring the participants together in plenary: each group alternately cites a good idea to take up for the community. Write these ideas on sticky notes in color other than those used for the Group Strengths and place them on the poster below the Group Strengths.
- The goal is not to decide on new practices but to state that other operational approaches are possible and solve certain community problems.
- Encourage participants to discuss these ideas at the next General Assembly.
- Take photos of the result and hang the poster on the wall for future reference.



Workshop Phase 3: The Action Plan Design

DEVELOPING AN ACTION PLAN



This is the Action Plan developed by a community in Burundi. The solutions (yellow sticky notes) have been ranked by priority (the more important first), and the contribution of the community (green sticky notes) has been stated for each solution.

The group must be a driving force in implementing solutions because the workshop does not directly provide funding. This activity is about making a simple Action Plan with the group, which does not require, at this stage, a specific budget or indicators.

To prepare the Action Plan, the facilitator can ask the participants to think during a break:

- Do we want, as a community, to set up a collaborative project?
- Do I want, as an individual, to implement one or more of the solutions I learned? What commitments am I prepared to make?

- Do we want, as a community, to implement actions to preserve the Key Biodiversity Area?

The Action Plan built during the workshop consists of posters and signed engagement sheets. After the workshop, the facilitators will edit a document on the computer that restates the content and add photos of the posters so the Action Plan can be printed and distributed.

Thanks to the Action Plan, the facilitators will be able to write a complete project proposal if suitable, encourage the community to apply for funding, and put it in contact with the competent technical partners.

GETTING PARTICIPANTS TO COMMIT

Research in social psychology has uncovered certain mechanisms of human behavior. Here are the results of the study into "Compliance Theory."

1 / PEOPLE TEND TO BEHAVE THE WAY THEY COMMIT

Surprisingly, people's behavior does not depend on their beliefs or faith but on what they have committed to doing at any given time. If you need to be convinced, look at everything you do for your work or your relationships!

One of the most famous experiments was conducted at a sidewalk cafe. The person experimenting asks a subject for a light. As the subject does not have any, the experimenter gets up to look for it, leaving their bag unattended. When an accomplice comes to steal the bag,

only 12.5% of the subjects react. But if, before leaving, the experimenter asks the subject to watch the bag, then 100% of the subjects stand up to the thief. It is interesting to note that the answer to the question: "Can you watch my bag?" is always "Yes!"

Same person, same situation, and yet different behaviors. Why? In the second case, the subject had agreed to look after the bag.

People tend to behave in compliance with their commitment. So, you want participants to commit to their action plan.

2 / WE CAN ENCOURAGE PEOPLE TO COMMIT BY USING GAINING TECHNIQUES

It is useful to know that you can push people to commit by using a preparatory step. The "foot in the door" technique consists of asking for something so small that the person cannot refuse it, before asking what you want. Conversely, the "door in your face" technique consists of asking for something so huge that the person cannot accept it, before asking what you want.

Participants can be encouraged to commit to the new behavior using one of these two preparatory steps. Use the foot-in-the-door technique by asking the participants to set up a first behavior, which is very easy and therefore impossible to refuse.

3 / WE CAN STRENGTHEN COMMITMENT

Commitment is strengthened when:

- it is taken freely, explicitly, and publicly;
- it arises from personal reasons (genuine motivation) rather than external causes (the promise of reward or threat of punishment);
- it has a significant price (whether money, time, or energy);
- it has many consequences and is irrevocable.

To strengthen participants' commitment to the Action Plan, ask them to engage as a group, in front of officials, and with a personal investment in carrying out the Action Plan.



Workshop Phase 3: The Action Plan Design

THE COLLABORATIVE PROJECT

The participants may have a project in common even before the workshop. If not, one must be identified during this activity.

Overview

Goals

- Participants decide on a project they want to carry out as a group. For example, creating a bee-keeping activity, a plant nursery, radical terraces, etc.
- They plan the activities, draw up a timetable, and specify how they will get involved in carrying out their project.

Modalities

- Method of weighted voting with pebbles to decide between projects if necessary.
- A planning poster created collectively by the group members.

Materials

- Several posters
- Sticky notes of at least three colors
- Colored markers
- If the project has to be decided, prepare thirty pebbles (or soda capsules) per focus group to use the weighted voting method.
- Prepare a table to record the results of the weighted voting.

Preparation

- Place a large table in the center of the room. Make sure the whole group can fit around. Line up several posters.

The stages of developing a collaborative project

- Determine the shared project
- List the activities
- Put them in order
- Define the chronogram
- Identify the means
- Create a budget

An example of community at work. (Burundi)





Workshop Phase 3: The Action Plan Design

Step by step

- Explain the activity’s goals. Participants will plan the project they will set up as a community.

1 / Choosing a project

- Ask if the community has already identified a project that they would like to implement. If so, go straight to “Step 2: Simple Planning” to work on this project.
- If the community does not have an identified shared project, create four focus groups, by gender and age: young women, older women, young men, older men, and ask each group what project, shared by the whole community, it would like to set up.
- Then bring the four groups together. A representative from each group states their project ideas. Write them down on different sticky notes. If projects are mentioned more than once, write them down only once. If all four groups have identified the same shared project, then go directly to “Step 2: Simple Planning”.
- If the groups proposed only different project ideas, apply the weighted voting method with pebbles (See High Light : The Weighted Voting Method). Line up the sticky notes with the project ideas. Then ask each group, taking turns, to arrange the thirty stones according to the importance of these projects to them. The more they want to set up the project, the more stones they have to put. All of the thirty pebbles must be distributed over the proposed projects.
- The facilitators then add up the pebbles given by each group for each solution, and their order is thus deduced. Select the project that obtained the most stones when adding the votes of the four groups.
- If the chosen project is very far from the community’s mandate or does not bring together all the members, it can be carried by a sub-group and not by all community members.

Example: Here are the results of weighted voting made by four focus groups in order to choose one among four projects.

	Mushroom farming	Beekeeping	Collective farming	Solidarity fund and microcredit	Total (must add up to 30)
Young women’s group	5	12	5	8	30
Older women’s group	4	9	5	12	30
Young men’s group	12	6	8	4	30
Older men’s group	7	7	10	6	30
TOTAL	28	34	28	30	120

In this example, beekeeping, though only the first choice for one group, got the most votes and will therefore be the project chosen for the community (Rwanda).



Workshop Phase 3: The Action Plan Design

2/ Simple planning

- Once the project has been chosen, announce that the group will plan the main stages of its execution and define how the community will participate in the project.
- Ask participants to list the **needs for implementing the project**: inputs, labor, land, training, support from the authorities, etc. Write them down (with their name and a drawing) on sticky notes of one color and place them on a poster entitled "NEEDS".
- Ask the participants to list the **resources available to the group** for the implementation of the project. Write them down (with their name and a drawing) on sticky notes of another color and place them on a poster entitled "RESOURCES".
- Items appearing in the two columns are project needs covered by community resources. Therefore, they can be removed from the "NEEDS" column so that only what the community has yet to obtain remains in there.
- Brainstorm the **steps and procedures** to be adopted. Write them down on sticky notes of a third color.
- Prepare a poster that shows chronological order (find out about the group's intuitive chronological direction: left to right? top to bottom?) Ask a participant to place these steps in chronological order. Other participants say whether they agree or not, and the final order is made once everyone agrees.
- Ask the group to set **deadlines** for the implementation of these steps. Note the deadlines next to the steps.
- Organize the final poster using this timeline: display (top or right) the "RESOURCES" available to the community. Opposite the steps, place the "NEEDS" sticky notes that must be filled in at this step.
- Explain to the participants that they should have this project adopted by the community following its standard operational procedures.
- Photograph the final result and hang it on a wall in the room as a reminder.



Workshop Phase 3: The Action Plan Design



This is a simple Action Plan for the implementation of a Beekeeping Project. (Rwanda)

Due to time constraints, it is often difficult to go further in the planning. This is why we talk about simple planning in chronological order. If a project proposal were to be finalized, you should encourage the group to describe the anticipated results at each stage, quantified and with their indicators and means of verification. Short, medium, and long-term impacts should be defined. For this, it is possible to use the Problem Tree. The facilitators can carry out this work of shaping the action plan with the help of group board members who will implement the project. The whole group doesn't need to be present.

THE WEIGHTED VOTING METHOD

This method, more consensual than the majority voting, enables all participants to participate in the decision. It allows selecting an idea that would not be the first choice of any group, but which would be the second choice of most groups and therefore satisfactory for most participants.

To facilitate weighted voting:

- Divide the participants into focus groups for the opinion of all to be taken into account.
- Write each item to vote on a separate sheet and line up the sheets on the floor.
- Ask each focus group to distribute 30 objects (beans, stones, capsules, etc.) among the projects, according to their preference (or according to a certain criterion, for example, “What solution will be the easiest to implement?”).
- When a focus group has distributed all its objects, note the number of objects obtained for each idea.
- Then give the same number of objects to the next group and ask them to do the same exercise.
- After all groups have voted, count the total number of items per idea across all groups. Pick the idea that got the most items.



A participant distributes the 30 pebbles according to her opinion on the usefulness of each solution for the community. (Burundi)

- Ensure that a large majority of the participants agrees with the outcome of the vote.
- It is also possible to use this method in plenary, making sure that the distribution of stones reflects the group's consensus.



Workshop Phase 3: The Action Plan Design

THE INDIVIDUAL COMMITMENTS

Overview

Goals

- Now is the time for commitments to be made. Participants prepare to put solutions in place.
- Participants formally and publicly commit to implementing one or more solutions they selected.
- Support groups are formed for each solution so that participants can rely on each other and support each other as they meet their commitments.

Approach

- Participants freely sign sheets indicating the commitments they would like to make.

Materials

- Several A4-sized sheets
- Pens

Preparation

- Prepare one A4 sheet for each solution. Write and draw the name of the solution with a marker on each sheet, in portrait format. For example, beekeeping, progressive terrace cultivation with planting fodder, stable cattle rearing, biogas, rainwater harvesting, improved stoves, intensive gardening techniques in bags or pyramids, and so on.
- Below, make two columns, one for the names, one for the signatures. This will allow participants to register with clarity.

Two participants sign solutions that they would like to implement individually. (Rwanda)





Workshop Phase 3: The Action Plan Design

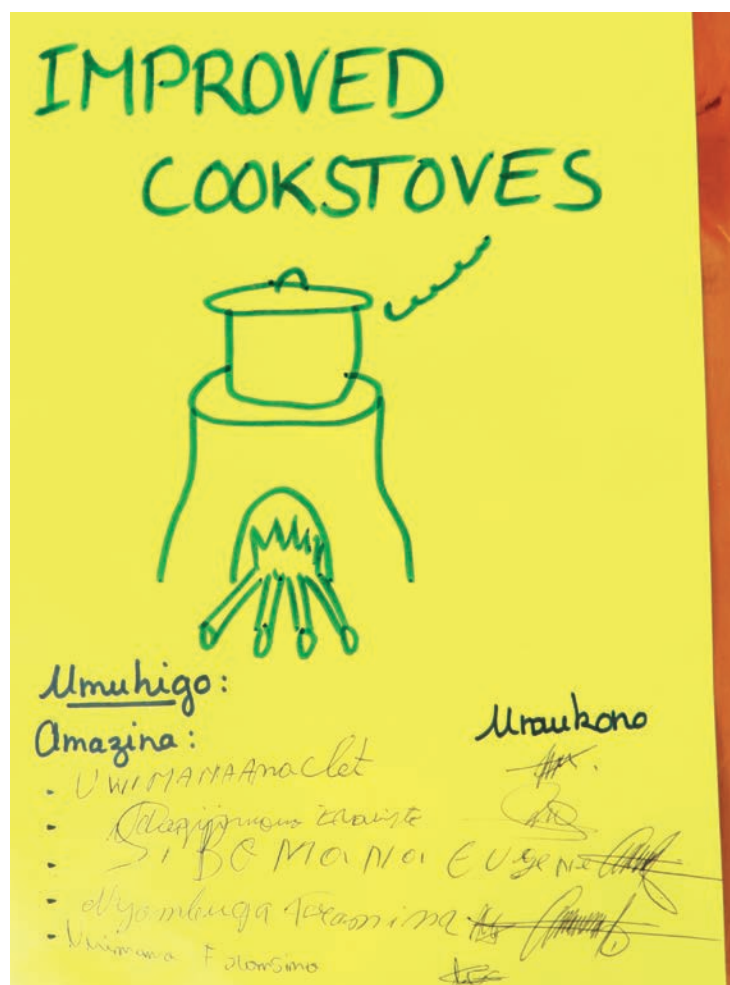
Step by step

Individual commitments

- Ask participants to sign the sheet(s) representing the solution(s) they wish to implement. They must write their full name and sign this sheet. They can commit to as many solutions as they want.
- If they do not wish to implement any of the solutions visited, respect this choice. Engage in a conversation to understand the reasons why.

Creation of self-help groups

- Ask participants to form groups according to their commitments. If they have made multiple commitments, they will need to choose a group.
- Ask participants in each group what they can do to help each other implement the solution. For example, for a project of stable cattle rearing, the one who has a cow promises their first calf to another participant who themselves will give their first calf to another participant. A mutual aid fund can be set up to purchase equipment. Participants also decide on an implementation schedule.
- Conclude by bringing the groups together. One participant from each group reports what has been decided for their solution.



Participants who wish to equip themselves with an improved stove to replace their traditional stove have signed on this commitment sheet. (Rwanda)



Workshop Phase 3: The Action Plan Design

THE COMMITMENTS TO THE KEY BIODIVERSITY AREA

Overview

Goals

- Participants commit individually and collectively to take action to protect the Key Biodiversity Area.

Approach

- Brainstorming by age and gender groups.

Equipment

- A poster
- Sticky notes

Preparation

- None



List of forest conservation actions that a cooperative wishes to set up in Rwanda.

Step by step

- Explain the participants' goals: They will plan their collaborative project to protect the Key Biodiversity Area.
- Create four groups by gender and age: young women, older women, young men, older men. This can be done using an icebreaker.
- Ask each group what they can do to help preserve the Key Biodiversity Area. A participant in the group writes the ideas on a sticky note.
- Bring the groups together. Back in a plenary session, ask a representative from each group to take turns sharing an idea stated by their group. Each statement is pasted on a poster "Commitments for [the Forest/ the Wetland...]". Add similar ideas there.
- Take up these ideas, specifying that these are avenues for reflection: the aim is not to put everything in place, it is to establish possible actions. Encourage the community board to vote at the next general meeting on a group commitment charter that will take up some of these ideas with everyone's agreement.
- Photograph the final result and hang it on a wall in the room as a reminder.



Workshop Phase 3: The Action Plan Design

EVALUATING AND CLOSING THE WORKSHOP

At the end of the workshop, it is important to evaluate it. The information gathered will be full of takeaways and valuable for the improvement of the workshop.

Feedback from participants can also be used to promote your work.

We suggest the activities described below.

WORKSHOP REVIEW AND EVALUATION

Overview

Goals

- The participants review the main stages and results of the workshop.
- Participants evaluate the workshop by talking about what they liked and what can be improved. Their expectations are reviewed.
- Facilitators can give their feedback on the workshop and encourage participants.
- Participants prepare for the closing ceremony.

Approaches

- Summary in plenary.
- Ball games for evaluation.

Materials

- Balloon (or talking stick).
- Notebook for taking notes.

Preparation

- Display on the walls the main posters created during the workshop.

Step by step

- Explain the activity's goals to the participants.

Workshop review

- Review the main posters created during the Resilience assessment phase and the Action Plan Design phase.
- Emphasize that this is the work of the participants and highlight that they have worked a lot.
- Recall the main results, without going into the posters' details: we only want to reformulate the workshop's progress.
- For example: *"You have conducted the diagnostic of your cooperative by highlighting the main trends. You have defined one of the main problems you are having, and you have analyzed the causes and consequences of this problem. Then you went on a study trip to discover solutions and learn about their implementation. You have finally debriefed these solutions, selected some of them, and you committed to implementing them individually and collectively."*



Workshop Phase 3: The Action Plan Design

- Ask a few participants to prepare to present this work to the authorities at the end of the workshop. For example, one participant will summarize the Resilience Assessment, another participant the Study trip, and a third participant the Action Plan Design.
- Go back to the participants' expectations formulated at the beginning of the workshop (they had been written on sticky notes and placed on the program) and underline that the expectations within the workshop framework have been met. If not, explain why.
- Encourage participants to share their findings with other community members and their neighbors and to become ambassadors for the solutions visited.

Workshop evaluation

- Ask participants to stand in a circle and pass around a talking stick (or ball).
- Ask participants **what could be improved** in the workshop. For example: *"On the study trip, I would have liked more time to visit the solutions"*.
- Then ask participants **what they liked most** about the workshop. For example, you can start and say: *"I appreciated your dynamism and your work during the workshop"*.
- Each time, the facilitator begins, then hands the floor over to a participant. The facilitator who does not participate takes notes of what is said to keep track of the participants' evaluation. Alternate turns taken by men and women and make sure that everyone who wishes to speak gets to do so.



During the workshop evaluation, participants take turns speaking. (Rwanda)



Workshop Phase 3: The Action Plan Design

WORKSHOP CONCLUSION

The workshop is concluded in the presence of local authorities and representatives of the Key Biodiversity Area. On this occasion, the methodology used and the workshop's main results are presented to the authorities. This is an opportunity to **present the work carried out** during the workshop and **to formalize the commitments** made by the group. This is, therefore, a very important moment. At the end of the closing ceremony, participants receive a **certificate of participation** accompanied by congratulations from the animation team for their hard work.

Step by step

During this ceremony, after speeches by the authorities, the facilitators explain the workshop methodology and congratulate the participants for their work. Pre-informed participants present the work that has been done. At the end of the ceremony, the facilitators and the authorities distribute certificates of participation. A snack, songs, and dances can complete this ceremony in a good mood. Don't forget to take a group photo!

Overview

Closing the workshop allows you to:

- Promote the work done during the workshop.
- Formalize the commitments made in the Action Plan.
- Deliver the certificates of participation.
- Party and celebrate change.

Preparation

- Invite the authorities to the closing ceremony.
- Agree in advance on how it will be held.
- Display the main posters in the ceremony room if it is different from the workshop room. The community can collect these posters at the end of the workshop.
- Choose the participants who will summarize during the ceremony the work done during the workshop so that they can get prepared.
- Plan a snack if possible.
- Create certificates of attendance on behalf of all participants.



A participant receives her certificate of participation with local authorities in attendance. (Burundi)



“Solutions Worth Sharing” Methodology

THE METHODOLOGY, STEP BY STEP

The Follow-up Work





The Follow-up Work

THE FOLLOW-UP WORK

The work that follows the workshop consists of two parts:

- Editing the Action Plan,
- Paying a follow-up visit to the community.

This work helps to ensure the Action Plan is properly implemented and commitments made are respected by the community.

EDITING THE ACTION PLAN

Returning from the workshop, the **facilitators draft the Action Plan produced by the participants**. It is about being able to present this work to technical and/or financial partners. To do this, use the posters and the notes you took during the workshop. When you can, include indicators such as: so many people, over such a period, will perform such and such action. This will help evaluating the workshop.

Communicate the final Action Plan to the community and local authorities so they can continue with it. You can also present this work to potential donors to find funding. **You can put forward that the method followed ensures the community's involvement and the adequacy of the proposed solution to the problems encountered.**



A few weeks after the workshop, the trained cooperative president receives the drafted and printed version of the Action Plan drawn up by his cooperative. (Rwanda)



The Follow-up Work

MAKING FOLLOW-UP VISITS

The method used throughout the workshop aims to make the group autonomous and give it the capacity to implement the selected activities. However, a follow-up visit provides advice and encouragement and ensures that the group does not encounter any major challenges.

This also helps to evaluate the “Solutions Worth Sharing” workshop's effectiveness and maintain a relationship of trust with the community and local authorities to conduct future workshops.

The follow-up visit is conducted at the appropriate time according to the commitments made by the participants. It reviews all the commitments: the collaborative project, the individual commitments,

and the joint commitment for the Key Biodiversity Area. It uses what has been defined as rough indicators in the Action Plan (so many people, over such a period, will perform such and such action).

During the visit, observe, question, and take photos. Verify if the implementation of the commitments is effective, if it was done on time, if the solutions have spread to neighboring communities, if other projects have been created, and so on.

Ask which difficulties were encountered. If it is clear that the community needs material resources or technical support, see if you can partner the community with donors or resource organizations.



The team that facilitated the workshop is back in the community and observes the implementation work of the Action Plan. (Rwanda)

Appendix





Appendix

SAMPLE WORKSHOP AND STUDY TRIP PROGRAM

DAY 1 : RESILIENCE ASSESSMENT

08:30	Opening ceremony
09:30	Icebreaker: song
09:45	Presentation of the conservation issues of Nyungwe National Park by the park curator
10:30	Questions / answers
10:45	Presentation of the eco-system services (ball of string game)
12:15	Lunch
1:00	Introduction of the workshop
1:45	Seasonal Calendar
3:00	End of the day: everyone says something they liked during the day

DAY 2 : RESILIENCE ASSESSMENT

08:00	Opening: everyone says something they learned from the day before
08:30	Historical Timeline
09:30	Energizer: vocals
09:45	Trends Diagram (by gender groups)
10:30	Restitution
11:30	Tales of the Future
12:00	Lunch
1:00	Energizer: Mime games
1:15	Definition of the problem (by groups)
1:45	Recap and selection of the central problem
2:00	Discussion of the consequences of the chosen problem (Problem Tree)
3:00	End of the day: everyone says something they liked during the day

DAY 3 : RESILIENCE ASSESSMENT

08:00	Opening: everyone says something they learned the day before
08:30	Resumption of the Problem Tree; summary of the consequences cited the day before
08:45	Plenary brainstorming on the causes of the problem (tree roots), digging deep.
09:15	In age-based groups: put the causes in order by the causal link: creating the roots of the problem tree
09:45	Recap the group work
10:15	Energizer: mime games
10:30	Solution Tree
12:00	Lunch
1:00	Team building icebreaker
1:15	In age-based groups: roleplays on the strengths and resources of the cooperative
1:45	Debriefing of the arguments for joining the cooperative.
2:15	Presentation of the study trip, creation of travel groups, and logistical questions
3:00	End of the day: everyone says something they liked during the day



Add a break every morning and every afternoon according to the progress of the activities and the energy level of the participants.



DAYS 4 AND 5 : STUDY TRIP

Two groups travel simultaneously to different sites.

	GROUP 1	GROUP 2
DAY 1 MORNING	<p><i>Rusizi district, Nkungu sector</i> ARECO -KOACYA Cooperative Promoting energy efficiency for sustainable conservation of Cyamudongo forest.</p> <p>Improve cookstove production</p> <p><i>Rusizi district, Nkungu sector</i> ZIRARESE Cooperative</p> <p>Biogas installation</p>	<p><i>Southern province, Nyanza district, Kirambi sector</i> KCHDP (Kirambi Community Health and Development Programme)</p> <p>Increased household income through cooperatives development by accessing market</p> <p>Intensive vegetable gardening Rain water harvesting for household uses and animal husbandry Zero grazing system</p>
DAY 1 AFTERNOON	<p><i>Nyamasheke distict, Ruharambuga sector</i> KAURU Cooperative</p> <p>Revolving funds system and beekeeping activities</p>	
OVER-NIGHT	The participants are back to their home	The participants sleep in the field
DAY 2 MORNING	<p><i>Nyamagabe district, Kitabisector</i> Union UbwizabwaNyungwe – WCS - RDB</p> <p>Honey collection, transformation and selling</p>	<p>Southern province, Kamonyi district, Musambira sector AVSI Foundation URI INZIRA Project</p> <p>Saving and loan schemes with a very reduced interest Income generating activities</p>
DAY 2 AFTERNOON	<p><i>Nyamagabe district, Uwinkingisecteur</i> AbahujeAmahoro Cooperative – REDO</p> <p>Goats breeding, compost making, vegetable gardening and soil conservation techniques</p>	



Appendix

DAY 6 : DEBRIEFING SOLUTIONS

- 08:00 Opening (icebreaker)
- 08:45 Travel debriefing
- 09:15 Debriefing of technical solutions with break and icebreaker in the middle

- 12:00 Lunch**

- 1:00 End of the debriefing of technical solutions
- 2:00 Debriefing of the functioning of cooperatives
- 3:00 End of the day
Closing: everyone says something they liked during the day

DAY 7 : DRAFTING OF THE ACTION PLAN AND CLOSING CEREMONY

- 08:00 Opening: everyone says something they learned during the debriefing of the solutions.
- 08:20 Definition of the cooperative's collaborative project, design of the Action Plan
- 09:30 Break
- 09:40 Resumption of the Action Plan of the collaborative project
- 10:00 Individual commitments for technical solutions (in groups)
- 11:30 Commitments for the forest

- 12:00 Lunch**

- 1:00 Workshop review and evaluation
- 2:00 Closing ceremony and delivery of participation certificates



LIST OF MATERIALS

STATIONERY

	Recommended quantity	Your purchases
Quality A1 large poster rolls (flipchart type)	X3	
To stick A1 posters on the wall: tape, drawing clips, pins, etc.	A lot	
Rectangular sticky notes (at least 5 different colors)	A lot!	
Marker sets in different widths and colors	X3	
Notebooks and pens for participants (optional)	X no. of participants	
Scissors and transparent ruler	X1	
Labels and label holders	X no. of participants	
Document pouch	X1	
Mini stapler + staples	X1	
A4 size white and colored sheet sets	X2	

PRINTING

	Recommended quantity	Your prints
Sign-off sheets	X no. of workshop days	
List of participants' names, for them to correct spelling	X1	
Certificates of participation on thick paper	X no. of participants	
Photos to introduce the facilitators		
Trombinoscope of species to be protected	X no. of species	
Sheets for collecting contact information of hosts during the study trip	X no. of projects visited	



Appendix

MISCELLANEOUS ITEMS

	Recommended quantity	Your purchases
Icebreaker balloon	X1	
Scarf for blindfolding during icebreakers	X1	
Ball of yarn for the activity on the links between species	X1	
Big string and pliers for historical timeline activity	X1	
Small pebbles (or soda or bean capsules) for weighted voting method	X30	
Workshop t-shirts for participants (optional)	X no. of participants	
Detailed geographical map of the country	X1	
GPS to mark the coordinates of the projects visited for mapping	X1	
Camera	X1	
Video projector and extension cord and power strip (optional)	X1	



Appendix

