

# GETTING IT RIGHT

## Training Handbook



### IMPROVING INCLUSION IN MULTI-STAKEHOLDER FORUMS



RESEARCH PROGRAM ON  
Forests, Trees and  
Agroforestry



RESEARCH PROGRAM ON  
Policies, Institutions,  
and Markets

Led by IFPRI



GENDER Platform

# GETTING IT RIGHT

## Training Handbook

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**IMPROVING INCLUSION IN  
MULTI-STAKEHOLDER FORUMS**

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## OVERVIEW

### WHAT IS THIS TRAINING HANDBOOK FOR?

This handbook is designed to provide facilitator(s) with the tools needed to run a four-hour training course with organizers and implementers of multi-stakeholder forums (MSFs). The information laid out in this document goes hand-in-hand with the recent Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF) publication, *Getting it right: A guide to inclusion in multi-stakeholder forums*.

During the training, participants will be exposed to foundational knowledge, concepts and tools that can help organizations improve the inclusion of under-represented people in MSFs. These groups include women, Indigenous Peoples, local community members and others.

The sessions will cover a set of **key course topics**:

- ✓ Definitions and core concepts
- ✓ Barriers to inclusion
- ✓ Tools to address inclusion
- ✓ Monitoring and evaluating progress
- ✓ Lessons learned on inclusion from around the world

This facilitated course also offers two tools, four handouts and several group activities that organizers of MSFs can use to develop strategies and monitor progress towards their inclusion goals.



While the training session is designed to be completed in four hours, it can be expanded to a full-day course, depending on the length of time invested in the group exercise(s) at the end.

### WHO IS THE INTENDED AUDIENCE?

This document was written for facilitators. It offers them reflection questions, activities, time guidelines and suggested materials to run this course smoothly.

The contents are tailored to support MSFs that focus on a range of environmental and development issues including forest management,

protected area management, forest landscape restoration (FLR), sustainable agriculture, climate change, carbon mitigation and financing mechanisms. Organizers for MSFs that address other issues, such as health and education, may find this training handbook useful as well. Course participants may include:

- ✓ **MSF organizers** — The people in charge of planning, organizing and implementing the MSF activities have a big role to play when it comes to improving social inclusion through the decisions they make.
- ✓ **Under-represented groups** — Key stakeholders and representatives of socially-excluded groups should participate in the training so that they are actively involved in the effort and can provide first-hand perspectives on the issues discussed.
- ✓ **MSF executive committee** — This group would include the representatives of the stakeholders who have been selected to make decisions about the MSF's priorities, activities and direction.
- ✓ **MSF funders** — Individuals or organizations who are providing financial support for MSFs need to be aware of the challenges to achieve social inclusion and the need to direct resources towards addressing them.
- ✓ **Partner organizations** — Improving social inclusion is an effort that is larger than any one MSF. Involving other civil society organizations will help strengthen collective action and build networks to facilitate social change.

## WHAT ARE THE LEARNING GOALS?

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The **Getting it Right** training handbook is designed to create a starting point for MSF organizers, key stakeholders and under-represented groups to address issues of inequitable representation by providing participants with a conceptual foundation and tools to operationalize inclusion. Specifically, the handbook will help participants to:

- ✓ Understand important concepts in the discussion about inclusion.
- ✓ Understand how rights-based approaches translate to greater inclusion in MSFs.
- ✓ Think about and plan concrete actions to improve inclusion in the action arenas where MSFs have the most influence.

## WHAT ARE THE EXPECTED LEARNING OUTCOMES?

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At the end of the training, participants will be able to:

- ✓ Discuss key concepts related to inclusion in MSFs.
- ✓ Describe how a rights-based approach translates to greater inclusion in MSFs.
- ✓ Describe the action arenas where MSFs can have the most influence.
- ✓ Demonstrate how to apply the two tools presented in the guide to a specific MSF.
- ✓ Discuss the potential outcomes of applying the tools.
- ✓ Discuss 2-3 lessons learned from other practitioners that course participants may have encountered or from their own personal experience.



## GETTING READY

# THE FACILITATORS

## ROLES AND RESPONSIBILITIES

Facilitator(s) have a great responsibility to engage participants and monitor discussions so that all voices are heard. Some of their roles and responsibilities include:

- ✓ **Ensure equitable participation.** This will require paying attention to the balance of participation in terms of who speaks and when. It also means taking proactive steps to engage people who are less vocal — in a way that is comfortable and culturally sensitive — so that they have an equal voice.
- ✓ **Keep track of time.** This short course moves quickly and has short timeframes for each of the activities. It is up to the facilitator to tell people how much time they have for an activity, give them a warning when time is almost up, and keep to the time schedule. It can be very helpful to have a watch or timer set for each session, so that participants also know how much time is left. Although it can be difficult to cut off a discussion, it is often necessary. To do so respectfully, the facilitator can simply say:

*We have more to say about this topic, but we have to move on, so we can continue this discussion during the break.*



- ✓ **Ensure that administrative, logistical and technological issues are addressed.** There are many tasks that go into the planning of a successful workshop that go beyond facilitation. For instance, someone must ensure that everyone has signed the attendance record, that the projector has all of the necessary cables, and that the meals and snacks are paid for. This does not mean that the facilitator actually performs these tasks; however, it is important to make sure that they are delegated and properly taken care of. It can be useful to designate individuals to take charge of specific areas including:

- ▲ **Administrative** — Inviting participants, signing participants in, providing per diems (if applicable), ensuring that payments are made to service providers (location hosts, caterers, etc.) and making copies of workshop handouts.
- ▲ **Logistics** — Reserving the workshop locations, setting up chairs and tables, arranging for food, acquiring workshop materials and arranging for interpreters as needed.
- ▲ **Technology and media** — Arranging for the computer and projector, setting up the video/virtual platform and setting up devices for audio/video recording.

## USEFUL TECHNIQUES

Training facilitators walk a balancing act between leading the participants through the material, eliciting opinions, stimulating discussion, paraphrasing perspectives and finding common ground. They must do this without imposing their own views. This

does not mean that facilitators do not express their personal observations — which can be very useful — but the observations should be drawn from what the participants contribute. Here is a breakdown of some key facilitation skills and techniques:



**Eliciting** — Eliciting is all about helping people to express their opinions by asking open-ended questions. Facilitators should have a clear idea in their heads as to why they are asking each question; the goal is to steer the conversation towards a specific destination rather than opening up a free-for-all conversation. Facilitators should also try to transform their own observations into questions instead of making direct statements. For instance, as a facilitator, you might observe that participants have not considered that the women they work with have low formal education levels. Instead of pointing that out, the facilitator could ask: *You have mentioned that women do not seem to be confident enough to speak during MSFs. Why is that? What are the barriers that keep women from being confident in their opinions or speaking abilities?*



**Paraphrasing** — Participants in MSFs are thinking on their feet, and often, their responses will not be entirely clear or succinct. After someone makes a comment, it is useful to re-articulate or paraphrase what they said. This helps to validate their perspective, clarify their point for the benefit of other participants and ensure that you understood them; they will be able correct you if you got it wrong. This phrase can be useful: *So, if I understand you correctly, you are saying that...*



**Encouraging participation** — Some people do not like to talk in group settings or need time to warm up to conversations. Ask those who are not talking for their input without putting them on the spot. You might say: *Would anyone who has not yet spoken like to say something about this issue?* Make sure that all perspectives are welcome, and use these phrases liberally to reinforce the value of participants' perspectives. *That's a good point. That's an excellent question. I'm so glad you brought that up.*

**Staying on track** — Sometimes participants get off track and veer into topics that might be interesting, but not relevant. The facilitator must steer them back respectfully. One of two approaches may be useful. First, find the thread in the person's point that can pull them back. For example, you could say: *I'd like to point out something you said that stood out to me...* You may also use a more direct approach: *These are excellent points. They go beyond the scope of what we are addressing here, but they should be addressed at some point in the future.* It is also important for you, the facilitator, to always have a clear idea of where you are headed with any question or activity. What kind of an answer are you looking for? If the participant surprises you with a new take on what you expected to hear, do not be afraid to follow up on it, but do not lose track of time.



## GETTING READY

# WORKSHOP LOGISTICS

## SCHEDULE

Refer to the [Getting it Right PowerPoint, slide 4](#)

This workshop can be completed in four hours or extended into a full day event, depending on the amount of time set aside for activities and discussion. Here is the basic schedule for a four-hour workshop:

Session	Topics and activities	Time
<b>Opening</b>	Introductions, workshop goals, rules, documentation and logistics	20 minutes
<b>Session 1:</b>	Definitions, key concepts and barriers to inclusion	40 minutes
<b>Session 2:</b>	The tools and how to use them	40 minutes
	<i>Breaktime</i>	15 minutes
<b>Session 3:</b>	Practicing the tools in small groups	60 minutes
<b>Session 4:</b>	Group presentations and reflection	60 minutes
<b>Closing</b>	Next steps and workshop evaluation	20 minutes

## LOCATION

The workshop can be presented in almost any venue. Ideal locations include open spaces with flexible seating — with chairs and tables that can be easily moved around. Chairs should be arranged in a welcoming format, such as a circle or semi-circle. Placing chairs in rows, or behind tables is not recommended because that arrangement discourages building rapport and discussion. The venue should also have reliable access to electricity to show the PowerPoint presentation; however, in situations without electricity, the slides can be transferred to flipcharts.

## TECHNOLOGY

This workshop can be held in-person, virtually or in a hybrid format. It is important to set up and test the required technologies (projector, computer, video camera, audio, internet connection, power etc.) prior to the start of the workshop to make sure that everything runs smoothly. There is nothing more frustrating for the facilitator(s) and participants than when a workshop is held up because of technical issues. Consider having a backup plan to keep things going in case the electricity goes out or the internet connection lapses.



# MATERIALS

Before starting the course, you should have:

- ✓ **PowerPoint presentation** to aid the facilitator(s).
- ✓ **The Getting it Right guide.** It is not necessary to print a copy of the guide for every participant. However, it might be useful to send participants a link to the guide before the workshop and then again after the workshop.
- ✓ **Basic workshop materials**, such as:
  - ▲ **Four handouts.** Copies of the handouts for each participant should be printed prior to the workshop (Annex: Handouts for participants).
    - ▲ Handout 1: Key concepts
    - ▲ Handout 2: Lists of success factors for women and Indigenous Peoples (**Table 1, Table 2**).
    - ▲ Handout 3: Templates for group work
    - ▲ Handout 4: Workshop evaluation

Technology	For the facilitator(s)	For the participants
computer projector	flipchart paper	notebooks
connector cables	flipchart stands	pens/pencils
laptop computer	flipchart markers	nametags
extension cords	masking tape	attendance sheet
	scissors	
	index cards	

# WORKSHOP SESSIONS

This next section outlines each of the training sessions and provides guidance to the facilitator(s) on how to lead. The workshop content is also found in the accompanying PowerPoint presentation. Therefore,

the facilitator(s) might find it useful to simultaneously review this guide and the PowerPoint prior to the start of the workshop and make any adjustments needed.

## OPENING:

Welcome, introductions, rules, documentation and logistics

<b>Activities:</b> Opening and introductions by all present.	<b>Materials:</b> PowerPoint presentation, flip-charts, markers and nametags.	<b>Timeframe:</b> 20 min.
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The workshop opening strives to make people feel valued, welcome and comfortable. It also helps facilitators and participants understand each other's expectations. While styles may vary, depending on culture and context, in general, opening activities should include the following:

- ✓ **Opening and welcome** — This first activity may consist of simple greetings and words of welcome. Depending on context, an opening may include a prayer or a brief introduction from the host or important visitor.
- ✓ **Introductions** — Take time for everyone to introduce themselves, explain their roles and express their interest in or expectations for the workshop. Even if you think everyone knows each other, they might need to be reminded of each other's names. Also, make sure everyone has nametags. For groups who are familiar with each other and already have some rapport, encourage them to share something new or interesting about themselves at this time.

- ✓ **Workshop goals** — Introduce the overall goal of the training, and lay out specific learning objectives.
- ✓ **Workshop "rules"** — Set clear expectations for how to ask questions and respect others' opinions. Common "rules" may include turning cellphones off, wearing masks or social distancing if appropriate, etc. It is best if the participants come up with the rules themselves, and then the facilitator can write them down on a flipchart.
- ✓ **Documentation** — Decide if the workshop should be documented through notetaking, audio recording or photographs. If your group decides to do so, assign documentation duties to specific people.
- ✓ **Logistics** — Remind participants of the workshop start/stop times, break times, lunch plans, restroom location(s) and emergency exit(s).



In an informal context or where participants already know each other, it might be tempting to jump right into the workshop. However, spending time on the opening steps helps get everyone on the same page and into a workshop "headspace."



## DEFINITIONS, KEY CONCEPTS AND BARRIERS TO INCLUSION

**Activities:**

Facilitator presentation, guided discussion and an activity to identify barriers to inclusion.

**Materials:**

PowerPoint presentation (**Session 1, slides 5–13**) and Handout 1 .

**Timeframe:** 40 min.

The first session familiarizes participants with definitions, key concepts and common barriers to inclusion that they may encounter in an MSF environment. This foundational knowledge will be applied throughout the training.

## COURSE INTRODUCTION

## Concepts and definitions

Refer to the [Getting it Right](#) guide, p. 11 and the PowerPoint, [slides 6–9](#).

**Multi-stakeholder forums (MSFs)**

A multi-stakeholder forum (MSF) aspires to bring together diverse constituencies to share ideas and opinions, formulate decisions in a more open and equitable way and promote more inclusive dialogue than conventional decision-making processes. MSFs can take various forms such as meetings, conferences, congresses and summits. They can also be referred to by different names including platforms, processes, partnerships, sector working groups and networks. MSFs may meet one time or multiple times.

**Inclusion**

In the context of MSFs, inclusion means that people are empowered to engage actively and participate effectively in any decision that affects them.

**Rights-based approach (RBA)**

A rights-based approach (RBA) is derived from the belief that all individuals are born with rights to dignity, freedom, equality, security and decent standards of living. Under an RBA, development is not an act of charity but a duty, especially to the most vulnerable and marginalized.

**Rights-holders and duty-bearers**

In the context of MSFs, organizers and implementers are duty-bearers, because they have a responsibility to put the inclusion of under-represented people at the center of their efforts. Participants are rights-holders, and they have responsibilities to strive to uphold and strengthen their rights.

## RIGHTS-HOLDERS

STRENGTHENING CAPACITIES OF RIGHTS-HOLDERS	COLLECTIVE ACTION	REALIZATION OF RIGHTS
<ul style="list-style-type: none"> <li>Awareness and information/knowledge (about rights, roles, responsibilities – resources and processes)</li> <li>Pressure from non-state and state actors to include women and Indigenous Peoples</li> </ul>	<ul style="list-style-type: none"> <li>Organizations/coalitions/networks</li> <li>Mobilization</li> <li>Collaboration/coordination – trust and reciprocity</li> <li>Negotiation/alliances</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Ability to act upon rights to exercise/enjoyment of rights</li> <li>Information</li> <li>Resources</li> <li>Context conditions</li> <li>Characteristics of the rights-holder</li> </ul>

## DUTY-BEARERS

ENABLING ENVIRONMENT	DEVELOPING/STRENGTHENING CAPACITIES OF DUTY-BEARERS	TRANSFORMATION
<ul style="list-style-type: none"> <li>Processes and institutional arrangements</li> <li>Policy, institutions and legal structures (types and levels)</li> <li>Active presence of state and non-state actors at different levels</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of responsibilities and obligations</li> <li>Ability and realized obligation to protect, respect and safeguard rights</li> </ul>	<ul style="list-style-type: none"> <li>Alliances and spaces for dialogue, disagreement, consensus and change</li> <li>Emphasis on social/reflexive learning – allow innovation</li> <li>Accessible and secure (not violent/conflictive)</li> </ul>

**Figure 1.** Responsibilities of rights-holders and duty-bearers in multi-stakeholder forums. See also [Getting it Right](#), p. 18.

## REFLECT:

*How does a rights-based approach change the power dynamics in an MSF?*

## Social justice: Why inclusion in MSFs matters

Refer to the [Getting it Right PowerPoint](#), **slide 10**.

Our approach to Social Justice draws on the work from Nancy Fraser. According to her work, there are three dimensions of social justice that all rights-holders and duty-bearers should be aware of:

**Redistribution of benefits**

**Representation**

**Rights**

Ineffective representation means that people's opinions, values and knowledge are not included in decision making, and they may not gain from the redistribution of benefits that come from the decisions made by MSFs. They may be unable to hold duty-bearers accountable.

Token participation — as opposed to legitimate representation — may be used to legitimize outcomes or

agreements that conflict with inclusive priorities. Participants may even be harmed, if inequalities persist following the MSF.

People have fundamental rights to have a voice in the decisions that affect their lives. MSFs present unique opportunities to leverage the influence of under-represented people and bring about changes in broader arenas.

## ACTIVITY: BARRIERS TO INCLUSION

Refer to the [Getting it Right PowerPoint Slides 11-13](#).

What are the under-represented groups that your MSF needs to include? Think about the question — as an individual or in a group — and write down the barriers to participation that you think women, Indigenous Peoples or other marginalized groups might encounter. Here are two group activities to help deepen this reflection:

1. **Ask each participant to share one barrier in a round-robin format:** Each person who speaks picks someone who has not been named yet to go next. Write down each identified barrier in front of the group, and encourage them to add as many more barriers as they can think of after everyone has gone.
2. **Group discussion about the barriers:**
  - a. Are the barriers that the group identified the same or different among women and other under-represented groups?
  - b. How is group identity important?
  - c. What about intersecting identities, such as a woman who is also a member of an Indigenous group? How is her experience unique?
  - d. What some barriers that participants have personally have encountered? Are these barriers that MSFs can address on their own, wholly or partially, or are other actors needed?

## REFLECT:

*What are the benefits of including under-represented people, such as women and Indigenous People, in MSFs?*

*What does social justice mean to you?*

*What does it mean to be under-represented?*

## THE TOOLS

### Activities:

Facilitator presentation and group Q&A.

### Materials:

Powerpoint presentation (**Session 2, Slides 14 - 27**) and participant Handout 2.

**Timeframe:** 40 min.

## OVERVIEW:

### Two tools to operationalize inclusion

Refer to the **Getting it Right** guide, p. 25-27, and the PowerPoint, **slides 15-27**.

This session is primarily a presentation of two tools that MSFs can use to operationalize inclusion called **Mobilize the structures** and **Unpack the capacities**. The group will learn how the tools were developed, how they bring about

change and how to use them, step-by-step.

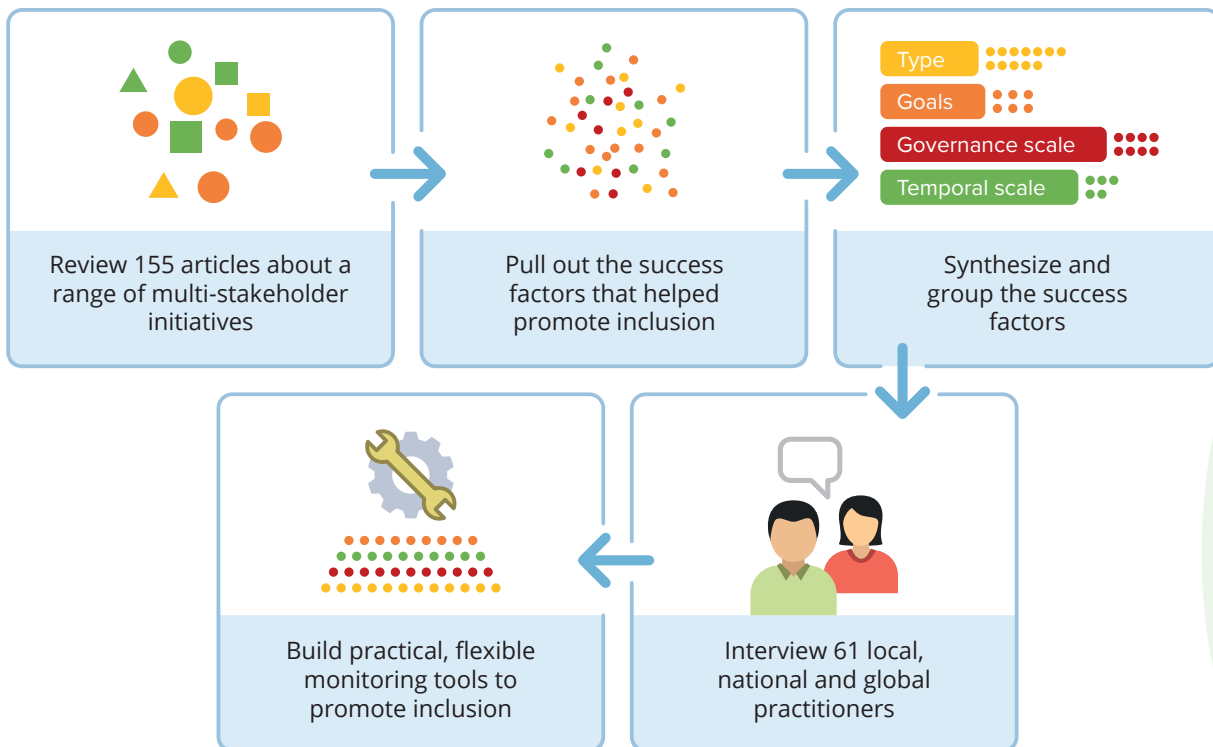
**Mobilize the structures** supports MSFs in setting short-term gender and social inclusion goals.



**Unpack the capacities** provides a structured way to assess an MSF for mid- to long-term capacity opportunities and gaps. It guides MSF organizers and participants in building cross-sectoral and collaborative strategies.

**Note:** It is not necessary to use both tools or to use them in order. In fact, we recommend an iterative or cyclical application of the tools in which the methods are revisited, adjusted and adapted repeatedly.

These tools were developed using 155 published articles and 61 interviews with practitioners from all over the world (**Figure 2**).



**Figure 2.** Learning from diverse experiences to build tools that promote inclusion. See also the **Getting it Right** guide, p. 16.

During the research and development process for these tools, researchers identified success factors that helped promote inclusion in a range of multi-stakeholder initiatives. Examples of success factors include specific approaches, contexts, key people, ideas, activities, policies and other catalytic factors that helped make multi-stakeholder initiatives more inclusive at the locations studied.

**Note:** Ask participants to look at Handout 2. These are examples of MSF success factors. Give them a few minutes to look at this list. The course will return to these factors near the end of the session.

## Interpreting MSF Success Factors: The Theory of Change (TOC)

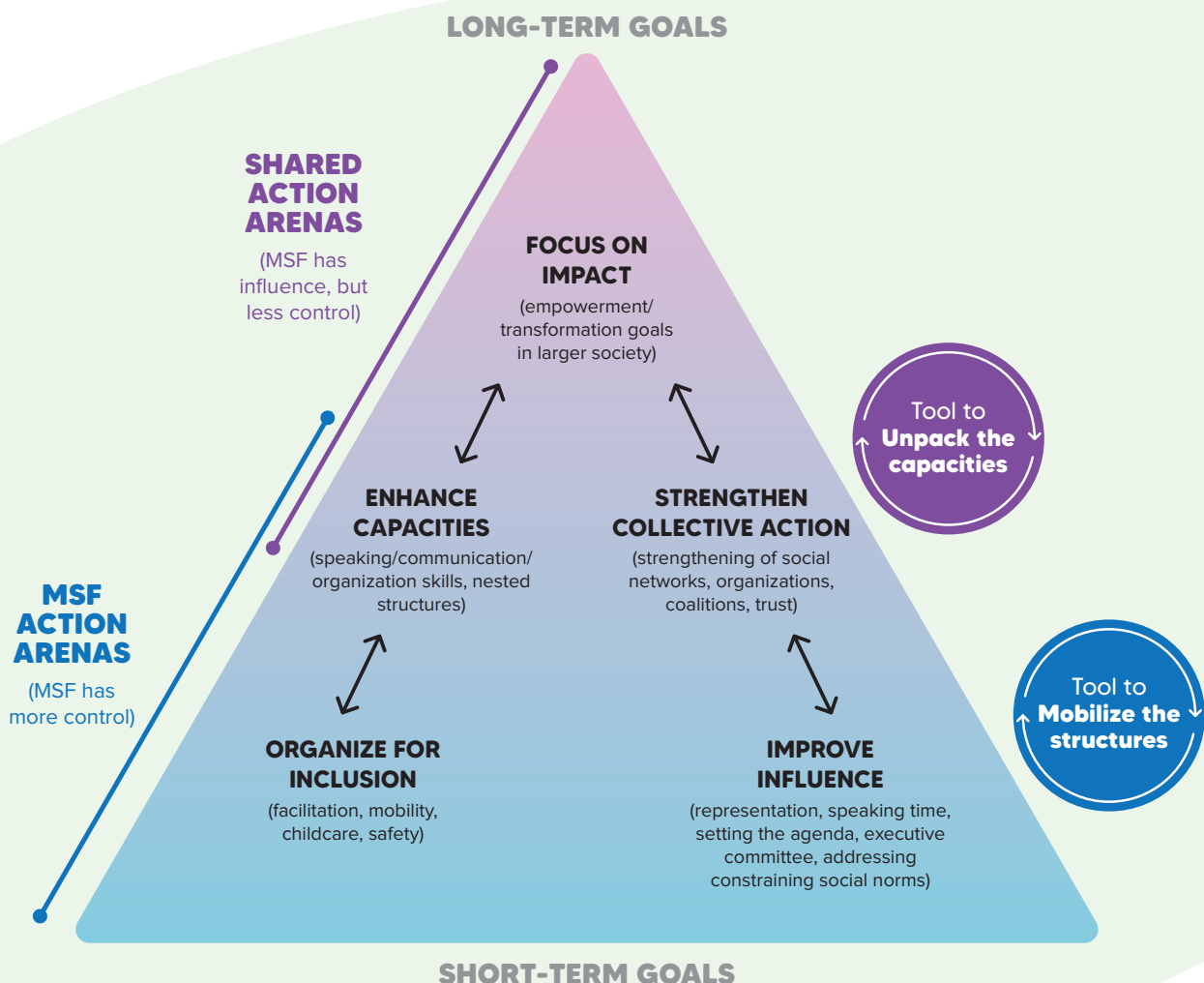
Refer to the [Getting it Right](#) guide, p. 21.

These two tools draw on a Theory of Change (TOC) to translate proven success factors into MSF goals. A ToC is a structured process for identifying goals and creating strategies to meet those goals.

The pyramid in (Figure 3) shows the success factors from Handout 2 organized together to form five action arenas where MSFs can set goals to make change happen. They are organized from short-term goals at the bottom to long-term at the top. When the two tools are used to set goals in each of these areas, there is a

greater chance MSFs will empower under-represented groups of participants.

MSFs can directly address short-term goals near the bottom of the pyramid; the tool, *Mobilize the structures* was made to help them address these action arenas. However, as the focus moves to long-term impacts, MSFs must collaborate with other people and organizations to integrate these goals within the larger society. The *Unpack the capacities* tool addresses mid- to long-term goals (Figure 3).



**Figure 3.** MSF success factors organized into five action arenas for the two tools. This illustrates how the Theory of Change (ToC) helps structure the tools and conceptualize their purpose. See also slide 16 of the PowerPoint.



**Figure 4.** Shows how the tools work together to address short-, mid- and long-term goals for MSF inclusion.

Next, the course will dissect each of the two tools individually.

## TOOL 1: Mobilize the structures

Refer to the **Getting it Right** guide, p. 28–30, and the PowerPoint, slides 18–22.

Use this step-by-step guide to teach MSF participants how to apply tool 1, *Mobilize the structures*, to an MSF environment. Below is a brief summary of the tool and how it is meant to be used:

**Goal:** Set gender and social inclusion goals, define strategies and make a roadmap for change.

**Context:** Understanding the enabling environment and conditions for change is necessary to set inclusion goals.

**What:** The tool is divided into **three stages with six steps**.

**Who:** Include key stakeholders, MSF organizers and/or executive committee. It may be helpful to designate a monitoring committee.

**When:** During MSF planning and implementation.

### Stage 1: Analyze the structures

Refer to the **Getting it Right** guide, p. 29, and the PowerPoint, slides 19–21.

In this first stage of implementation for *Mobilize the structures*, users will reflect on key questions and analyze the structures that underpin their MSF.

#### Step 1:

**Identify the rights-holders and duty-bearers in the issues your MSF engages with.** The users of the tool should fill out a simple table (Table 3) with this information and reflect on the following questions:

- ▶ Who are the key rights-holders?
- ▶ Who are the duty-bearers?
- ▶ Are we missing anybody? Are we leaving organizations/people out?
- ▶ Who has voice and agency in the discussion?
- ▶ Who is free to speak out, and who is actually able to speak out?

#### Step 2:

**Analyze the structures challenging or contributing to inclusion.** In step 2, users will review the responsibilities of rights-holders and duty-bearers (Figure 4) and reflect on the following questions:

- ▶ Where do your MSF's rights-holders lack capacities to participate effectively?
- ▶ Where do your MSF's duty-bearers lack capacities to fulfill their obligations?

Key rights-holders	Key duty-bearers

**Table 3.** An example of the table for *Mobilize the structures*, step 1. See also Handout 3.



## Stage 2: Operationalize

Refer to the **Getting it Right** guide, p. 29, and the PowerPoint, **slide 21**.

During this stage, users of the *Mobilize the structures* tool will begin setting attainable goals and specific strategies to improve social inclusion in MSFs. See Table 4 for an example of how users can organize their goals and strategies.

### Step 3:

**Set inclusion goals with your stakeholders.**

- ▶ Review the five goal arenas from the ToC where the capacities of rights-holders and duty-bearers can be strengthened. List these in a table under “Goal Areas” and write down one or two examples of an action that would meet each goal.

### Step 4:

**Define specific strategies with your stakeholders.**

- ▶ For each of the goal areas, list the targets, identify strategies and monitor progress. Write your ideas down under the “Strategies” column (see Table 4).

Goal Areas	Strategies
<b>ORGANIZE FOR INCLUSION</b> Women with children can participate freely.	Free childcare will be provided to all participants every day of the MSF. Make sure that participants' time commitments for MSF activities do not over burden or constrain livelihoods.
<b>ENHANCE CAPACITY</b> Women's presentation, speaking skills and confidence improve.	Three preparation workshops will be provided to all participants to develop their speaking skills. Sufficient funding is allocated to support inclusion activities
<b>IMPROVE INFLUENCE</b> Women decide how the MSF is run.	At least 50% of the MSF's executive committee will be women.
<b>STRENGTHEN COLLECTIVE ACTION</b> Local women's groups are more involved.	Four local women's organizations will be highlighted and representatives from them will be moderating general discussions.
<b>FOCUS ON IMPACT</b> Outputs are channeled to the policy arena.	The MSF will provide two gender-focused recommendations, the national government has agreed to hear our recommendations, and recommendations will be shared with all candidates running for office.

**Table 4.** An example of the table for *Mobilize the structures*, step 3 and 4. See also Handout 3.

## REFLECT:

*What does accountability mean to you?*

*What is the relationship between accountability and legitimacy?*

### Stage 3: Monitor

Refer to the **Getting it Right** guide, p. 29–30, and the PowerPoint, slide 22.

Monitoring provides accountability and the opportunity for group learning. During this stage, *Mobilize the structures* tool users should set regular progress reviews and reflexively adjust approaches as needed. See the PowerPoint, slide 22, to learn more about some interactive, online monitoring tools.

#### Step 5:

**Review progress before, during and after the MSF with stakeholders.**

- ▶ Assign monitoring duties to a person or committee. Define specific monitoring questions to answer. Share and discuss monitoring results. Keep it simple.

#### Step 6:

**Adjust goals and strategies as needed.**

- ▶ Schedule session(s) with the executive committee and key rights-holders to discuss monitoring results. Revisit strategies and goals as needed.

## TOOL 2: Unpack the capacities

Refer to the **Getting it Right** guide, p. 31–41, and the PowerPoint, slide 23–27.

Use this step-by-step section to teach MSF participants how to apply tool 2, *Unpack the capacities*, to a real-world setting. This tool helps MSFs achieve their mid- to long-term goals in collaboration with others in the broader society.

**Goal:** Identify capacity gaps and opportunities and build strategies to address them.

**Context:** Enhancing capacities of both rights-holders and duty-bearers is a key component of a rights-based approach.

**Who:** Use this tool in a group setting that includes all key stakeholders, MSF organizers and/or a specific group or committee designated to carry out these activities.

**What:** The tool lays out three stages and five steps for implementation.

**When:** Apply this tool during MSF planning and implementation.

### Stage 1: Analyze the capacity opportunities and gaps

Refer to the **Getting it Right** guide, p. 31–38, and the PowerPoint, slide 24–25.

During stage 1, users will review and assess the lists of proven MSF success factors for both women and Indigenous People using the stoplight approach. The stoplight assessment allows users to rank their progress towards different success factors as red (no, little to no progress, not in place), yellow (somewhat, some progress, not fully in place) or green (yes, implemented, in place).

#### Step 1:

**Review the checklists of success factors and constraints as a starting point (Figure 5).** Keep in mind:

- ▶ There may be additional factors you want to add for your own context.
- ▶ The checklists may apply to other groups too.
- ▶ Review both lists — women and Indigenous Peoples — because they have different areas of focus. **In some instances, the success factors for women and Indigenous Peoples can even be in conflict.** For example, the customs and practices of an Indigenous group may constrain the effective participation of women through prohibitions on speaking in front of men or traveling outside of the community. Navigating this complex path to improve inclusion for both groups likely requires a process of reflection and discussion to find solutions.
- ▶ Some success factors may apply to rights-holders and others to duty-bearers. Be sure to distinguish between them in your notes.



REFLECT:

Has anyone used the stoplight approach?

Are there other approaches that would work?

- No, little to no progress, not in place
- Somewhat, some progress, not fully in place
- Yes, implemented, in place

**Table 3. Success factors for the inclusion of Indigenous Peoples, organized by goal**

Organizing for inclusion	●	●	●	N/A
There is a clear understanding of expectations and conditions from the beginning, regarding decision-making authority, fiscal matters and schedule				
There is acceptance of the value and legitimacy of Indigenous knowledge. There is successful navigating, coordinating and understanding of multiple knowledge systems: traditional practices, government regulations, and international scientific and management expectations				
Workshops and information meetings are held in the local languages or translation is available				
Decision-making procedures do not marginalize minority groups (e.g. voting by majority rule)				
Multi-tiered decision-making organization and nested governance structures are used to broaden participation, including use of working groups, sub-committees and planning tables				
Recognition of the rights of Indigenous Peoples is a fundamental component of the decision-making processes, including, among others, rights to self-determination, rights over lands, rights to free, prior and informed consent, right not to be removed from lands				
Meetings, processes and bodies are accessible for Indigenous Peoples to participate in, and Indigenous Peoples have resources and mobility to travel, and are included in official delegations				
Indigenous Peoples are equitably represented among the speakers, panels, experts, moderators and executive committee				
There are preparatory and intersessional meetings by Indigenous Peoples' organizations				
An Indigenous Peoples' council is formed specifically to have a voice in natural resource issues				
There is open discussion about historical factors, colonial power relations and failure of the past, including distrust and resistance towards participative development and conservation due to lack of livelihood and other benefits, and failure by agencies/governments to honor their commitments				
There is sufficient time for Indigenous Peoples to negotiate conditions for participation				
There is a process for resolving conflicting interests and traditions of governance that have led to frustrations with the rules of participation and deliberation				
There is sufficient time, resources and expertise to work successfully in cross-cultural environments and in remote areas				

Figure 5. Example of the stoplight approach applied in an *Unpack the capacities* assessment.

ACTIVITY

- ✓ Revisit Handout 2. This includes the checklists of success factors for women and for Indigenous Peoples.
- ✓ Take 5-10 minutes to skim the checklists. Ask everyone to write one success factor that applies to their MSF on a card. Post it on the wall and discuss. We will return to these for another activity.

**Note:** The differences in the success factors for women and Indigenous Peoples bring into focus the varying ways that social exclusion operates. A rights-based discussion is more frequently applied to Indigenous Peoples, and reflections on individual, internalized constraints are more frequently brought up with regard to women. These lists are not mutually exclusive, particularly with regard to intersecting identities, such as Indigenous women. It may benefit both groups to apply the lessons learned and success factors from one group to the other, potentially identifying 'blindspots' and previously unrecognized issues.

Step 2:

Assess your MSF for each of the success factors.

Discuss each success factor as a group and assess where your MSF stands.

- ▶ The stoplight approach is a simple way of tracking progress.
- ▶ Remember that this is a group learning opportunity.
- ▶ Take notes to share with others.

## Stage 2: Make an action plan

Refer to the **Getting it Right** guide, p. 38, and the PowerPoint, **slide 26**.

During this stage, users will take the information collected in step 2 to fill out a table and discuss actions that address key issues.

### Step 3:

For each “red” or “yellow” factor identified in step 2, discuss the actions that your group will take.

- ▶ What can be done to enhance or address each capacity opportunity or gap?
- ▶ When and where can it be addressed?
- ▶ Which duty-bearers and rights-holders have responsibilities to address it?

	Capacity opportunity or gap	What can be done?	Who has responsibility?
●	Women have mobility and resources to travel and congregate		

**Table 5.** Example assessment for *Unpack the capacities*, step 3, using the stoplight approach.

## Stage 3: Monitor

Refer to the **Getting it Right** guide, p. 39, and the PowerPoint, **slide 27**.

Similarly with tool 1, the final stage of tool 2 is all about monitoring progress and revising goals and strategies as needed.

### Step 4:

**Review progress regularly with stakeholders, before, during and after the MSF. Discussion questions could include:**

- ▶ How have we improved (or not)?
- ▶ What are the three most important lessons learned?
- ▶ What are our three main challenges to improve, and how will we address them?

### Step 5:

**Adjust the checklist.**

- ▶ Review the checklist with stakeholders and discuss. Questions can be simple, such as “How are we doing?”
- ▶ Revisit and revise goals and strategies.
- ▶ Validate with stakeholders.

## GROUP WORK

**Activities:**

Facilitator presentation and small group exercise.

**Materials:**

Powerpoint presentation (**Session 3, Slide 29**), Handout 3, flipchart paper, markers and other supplies for the groups to prepare their presentations

**Timeframe:** 60 min.

This session provides an opportunity for the participants to apply what they learned in small group exercises. There are four possible group activities outlined below, which can be modified or added to. By having each group do something different, there are more opportunities for learning from each other during the group presentations.

Before you start:

- ✓ Present the four options for group work (**Table 6**), and distribute Handout 3.
- ✓ Remind each group to budget their time wisely. Set a timer to give a 15-minute warning before the end of the exercise.
- ✓ Decide how to break into groups (assigned, self-organized, random, etc.). Each group will choose one of the four options from Handout 3 and follow the instructions to prepare a presentation for the plenary session.
- ✓ Acknowledge that not all the groups may be able to finish the activity within the timeframe and should not be required to. This is a learning exercise, and all participation is valuable.

**Option one:****Apply the tools to a real MSF**

- One group of 3-6 people who work with the same MSF.
- Pretend that you are the “inclusion committee” for the MSF and have been asked to select one of the tools to apply.
- Select one of the tools and simulate applying it during a committee meeting.

**Option three:****Create action plans**

- One group of 3-6 people.
- Review the constraints and success factors on pp. 32-81 of the Guide or use the ones that were posted on the wall (Tool 2, Step 1).
- Create action plans for several of the constraints and success factors.

**Option two:****Share best practices**

- One group of 2-3 people.
- Review the “Making it work” section of the Guide.
- Identify the best practices and approaches that have worked for MSFs and add more of your own ideas.
- Prepare a presentation to share in plenary.

**Option four:****Define next steps for an MSF**

- One group of 3-6 people.
- Imagine that you have just finished the workshop and now need to define what the next steps are for applying what you learned to improve inclusion.
- Work as a team to create a plan.

**Table 6.** Shows the four options from Handout 3.

## PLENARY PRESENTATIONS AND DISCUSSION

<b>Activities:</b> Group presentations	<b>Materials:</b> Powerpoint presentation <b>(Session 4, Slide 31)</b>	<b>Timeframe:</b> 60 min.
-------------------------------------------	------------------------------------------------------------------------------	---------------------------

This session is for the groups to share their work, with time for questions at the end. We suggest allowing 10 minutes for each presentation plus 5 minutes for questions. It is recommended that a notetaker from the group is designated to capture each group's ideas, if one has not already been assigned.

- ✓ Group presentations
  - ▶ Each group has 5–10 minutes to present.
  - ▶ Allow 5 minutes for questions.
  - ▶ Assign a notetaker.

## CLOSING

Next steps and workshop evaluation

<b>Activities:</b> Discussion on next steps, workshop evaluation and closing remarks.	<b>Materials:</b> Powerpoint presentation <b>(Conclusion, Slide 32-34)</b> , Handout 4 and pencils/pens for participants.	<b>Timeframe:</b> 20 min.
------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	---------------------------

Everyone is probably tired! But it is important to finish strong. This final session starts with a brief discussion to explore what participants will do after the workshop to apply the concepts they learned from the training to their real-life MSF. Ask participants to come up with an action plan for the future that includes specific timeframes, people and goals.

Discuss:

- ✓ What do the participants need to move forward with their own MSFs?
- ✓ What specific steps can they take next?
- ✓ What are some suggested timeframes, locations, etc. for their own MSFs? What follow-up should the facilitator(s) provide?

Once this is done, participants will get a chance to give you feedback on the workshop with a simple, written workshop evaluation.

### Additional resources:

*Getting it right: A guide to improve inclusion in multi-stakeholder forums*

*How are we doing? A tool to reflect on the process, progress and priorities of your multi-stakeholder forum.*



## REFLECT:

*What was difficult to do in your group?*

*What is the most important thing that you learned?*

*What would be benefits and challenges of applying these approaches in real life?*

## Workshop evaluation:

Revisit the workshop objectives with the group to assess whether they have been achieved and ask for feedback on how to improve. Next, pass out Handout 4, and ask participants to write their answers to the following questions:

- ✓ Did we achieve our learning objectives?
  - ▶ Understand the importance of inclusion in MSFs.
  - ▶ Understand the barriers to inclusion for women, Indigenous Peoples and other under-represented groups.
  - ▶ Learn ways to improve inclusion in your MSF.
- ✓ What worked during this workshop?
- ✓ What can we improve for next time?

Give your closing comments and remarks. Be sure to thank the participants, hosts and helpers that made this training possible!

## Follow-up after the workshop

The workshop might be over, but follow-up is crucial to ensure that the work does not stop there. While it is primarily up to the MSF organizers to take the next steps to implement what they learned, the facilitator can provide follow-up and support in several possible ways:

1. Results of the workshop evaluation
  - ▶ Summarize the results of the evaluation and send it to participants.
  - ▶ Ask for any additional feedback.
2. Workshop report
  - ▶ Circulate a brief report within one week of the workshop.
  - ▶ The workshop report should summarize key discussion themes from the training, not replicate the entire workshop.
  - ▶ Timeliness is important. It is all too common for the workshop report to emerge months after a workshop. Short, sweet and timely is best.
3. Follow-up plan
  - ▶ In the final session of the workshop, the participants provided their feedback on the follow-up that they would like from the facilitator. This may have been a complete plan, or it may have just provided some ideas. Suggestions might include organizing a follow-up meeting or disseminating contact info to stay up-to-date. While not all ideas may be feasible or fall within the scope of the facilitator, be sure to follow through on these suggestions or offer alternatives.

## **HANDOUT 1: KEY CONCEPTS**

### **Multi-stakeholder forum (MSF)**

A multi-stakeholder forum (MSF) aspires to bring together diverse constituencies to share ideas and opinions, formulate decisions in a more open and equitable way and promote more inclusive dialogue than conventional decision-making processes. MSFs can take various forms such as meetings, conferences, congresses and summits. They can also be referred to by different names including platforms, processes, partnerships, sector working groups and networks. MSFs may meet one time or multiple times.

### **Rights-based approach (RBA)**

A rights-based approach (RBA) is derived from the belief that all individuals are born with rights to dignity, freedom, equality, security and decent standards of living. Under an RBA, development is not an act of charity, but is a duty, especially to the most vulnerable and marginalized.

### **Inclusion**

In the context of MSFs, inclusion means that people are empowered to engage actively and participate effectively in any decision that affects them.

Research found that MSF organizers and proponents believed that their forums foster equity simply by inviting more under-represented actors to the table<sup>1</sup>. However, this was not actually true. Why are invitations alone not enough?

### **Rights-holders and duty-bearers**

In the context of MSFs, organizers and implementers are duty-bearers, and they have a responsibility to put the inclusion of under-represented people at the center of their efforts.

Participants are rights-holders, and they have responsibilities to strive to uphold and strengthen their rights.

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<sup>1</sup> Sarmiento Barletti JP, Larson AM, Hewlett C and Delgado D. 2020. Designing for engagement: A realist synthesis review of how context affects the outcomes of multistakeholder forums on land use and/or land-use change. *World Development* 127:104–753 <https://doi.org/10.1016/j.worlddev.2019.104753>



## RIGHTS-HOLDERS



## DUTY-BEARERS



**Figure 6.** Lays out the responsibilities of rights-holders and duty-bearers in different areas. See also slide 20 of the PowerPoint.




## Social justice and MSFs






## HANDOUT 2: SUCCESS FACTORS




**Table 2.**  
**Success factors for the inclusion of women, organized by goal**

Organizing for inclusion				N/A
Women have mobility and resources to travel and congregate				
Women and men can interact and have discussions together				
Organizational processes, discourses and cultures are reviewed and transformed to encourage women's participation, allowing for effective management of disagreements, use of small groups or women-only groups, nested structures for decision making and inclusive language				
There are provisions for extra household support for women, including providing childcare in a culturally appropriate manner				
There are self-monitoring systems and learning approaches to improve governance and oversight, including monitoring gender at the local (e.g. community), regional and national levels (e.g. sectorial policies, government and NGO interventions)				
Trained, equity-sensitive external staff or researchers observe, facilitate and support learning through discussion-provoking questioning of group practices and assumptions				
The decision-making space is an accessible and safe social environment, and safety and security concerns to travel around traveling to and participating in the event are taken seriously				
The decision-making space is made conducive to participation, with a tone of collaboration, cooperation, trust, respect and reciprocity, and conflicts are strategically addressed				
The local language is used and when not possible, interpretation and translation of materials are available				
Conflicts are managed through identification of commonalities and lack of confrontational interactions				
Poor or lower-caste women are actively included and represented, and education gaps, such as literacy, are recognized and addressed				

Improving influence				N/A
There is pressure (gender policies, guidelines, provisions, quotas) from the government, donors and NGOs to include women				
Women's roles and knowledge on natural resources are recognized, valued and incorporated				
Women are involved in the decision making on important and strategic issues				
All members can contribute to agenda items; women are involved in creating the meeting agenda and gender issues are included and addressed on meeting agendas				
All members are involved in decision making with real decision-making power				
Women and poor people are actively invited to participate in discussions before decisions are made				
There are opportunities to informally connect with fellow stakeholders, by walking to meetings, talking with friends and gaining information				
Women are equitably represented on executive committees, and their presence is mandatory for approval of important procedural changes and plans				
Women are equitably represented among the speakers, panels, experts and moderators				
There is a nested governance structure that increases the total number of leadership positions and opens more opportunities and spaces for women at all levels (including executive committees, sub-committees and specific groups), ensuring that women are able to gain confidence, leadership and facilitation skills to take on leadership positions. These structures also promote multi-directional information sharing and learning				




Enhancing capacities				N/A
People are empowered through awareness and knowledge of their rights during training and workshops, and there is an emphasis on equity and rights				
There are capacity-building activities that strengthen technical skills, knowledge and confidence				
There is capacity building that strengthens leadership and governance				
Recognizing that higher levels of women's education increases their confidence; education and literacy programs are supported and included in the process when possible				

Strengthening collective action				N/A
There are explicit strategies by stakeholders to bring participants to a common sense of purpose and mission and bring shared understanding as a group				
Social networks within the community and externally are strengthened; they develop trust and reciprocity, strengthen social capital, build skills and increase access to resources				
Women's organizations, networks, collective voices and social movements are strengthened and provided with the support needed for women to engage effectively, build experience in collective action, generate confidence, provide access to information, build alliances and ensure coordination and negotiation				

Focusing on impact				N/A
Local institutions are democratic, participatory and inclusive, and decision making is bottom-up				
Strong, visionary and pragmatic women leaders are present and are strengthened				
There is a purposeful emphasis on social learning, including reflection on processes and culture of decision making, in order to shift norms, behaviors and expectations				
A supportive environment for women in the household and community is created				
The role of women in agriculture and their knowledge on natural resources are recognized and addressed				
Local organizations have genuine legitimacy and accountability				
There are clear benefits and outcomes to participation				

**Table 3.**  
**Success factors for the inclusion of Indigenous Peoples, organized by goal**

Organizing for inclusion				N/A
There is a clear understanding of expectations and conditions from the beginning, regarding decision-making authority, fiscal matters and schedule				
There is acceptance of the value and legitimacy of Indigenous knowledge. There is successful navigating, coordinating and understanding of multiple knowledge systems: traditional practices, government regulations, and international scientific and management expectations				
Workshops and information meetings are held in the local languages or translation is available				
Decision-making procedures do not marginalize minority groups (e.g. voting by majority rule)				
Multi-tiered decision-making organization and nested governance structures are used to broaden participation, including use of working groups, sub-committees and planning tables				
Recognition of the rights of Indigenous Peoples is a fundamental component of the decision-making processes, including, among others, rights to self-determination, rights over lands, rights to free, prior and informed consent, right not to be removed from lands				
Meetings, processes and bodies are accessible for Indigenous Peoples to participate in, and Indigenous Peoples have resources and mobility to travel, and are included in official delegations				
Indigenous Peoples are equitably represented among the speakers, panels, experts, moderators and executive committee				
There are preparatory and intersessional meetings by Indigenous Peoples' organizations				
An Indigenous Peoples' council is formed specifically to have a voice in natural resource issues				
There is open discussion about historical factors, colonial power relations and failures of the past, including distrust and resistance towards participative development and conservation due to lack of livelihood and other benefits, and failure by agencies/governments to honor their commitments				
There is sufficient time for Indigenous Peoples to negotiate conditions for participation				
There is a process for resolving conflicting interests and traditions of governance that have led to frustrations with the rules of participation and deliberation				
There is sufficient time, resources and expertise to work successfully in cross-cultural environments and in remote areas				

Improving influence				N/A
There is pressure from government, NGOs and donors to include Indigenous Peoples, and there are alliances with international NGOs to protect rights				
Rights of Indigenous Peoples are recognized in policies and secured; policies and laws also provide for inclusion of the minority in leadership and cultural autonomy, and there are safeguards and mechanisms for addressing conflicts between laws and Indigenous rights, customs and practices				
There is respect and inclusion of Indigenous approaches and values in co-management frameworks, e.g. conflict management approaches, vesting decision-making power in Indigenous institutions, transferring control to local communities, and integrating social control				
Government has policies and guidelines to involve Indigenous Peoples in local decisions and to operationalize rights, and there are safeguards				
The government is willing to strengthen participatory approaches in forest management				
Stakeholders are considered 'rights-holders' with legal or customary rights to natural resources, and natural resource laws consider social inclusion				
There are dedicated government funds to improve Indigenous Peoples' engagement				
There is knowledge and willingness to use external forces, such as the courts or international pressures				
There is respect for and inclusion of Indigenous Peoples' values and decision making, and vesting decision-making power in Indigenous Peoples				
There is fair representation and reflection of diversity of Indigenous Peoples on local councils and government boards, with guaranteed seats for Indigenous Peoples				

Enhancing capacities	●	●	●	N/A
Indigenous Peoples are empowered with rights and understand how to use a rights-based framework				
There is strong, visionary and pragmatic Indigenous leadership and Indigenous governance that promote equitable and fair processes				
There is capacity building in the management of benefits and incentives, as well as mechanisms to improve transparency and cope with corruption				
NGOs strengthen local governance and provide assistance that government agencies cannot				
There is capacity development in professionalism, and training in negotiation, including the ability of Indigenous communities to negotiate with state institutions				
Indigenous Peoples engage with clear goals				
Two-way learning is encouraged so that Indigenous Peoples and scientists both learn each other's knowledge systems				

Focusing on impact	●	●	●	N/A
Community benefits, or provision of other incentives to participation (e.g. economic benefits, capacity building) including benefit sharing and/or cost-sharing, are ensured. This is true also when access to the land is limited due to conservation efforts				
Well-defined/secure tenure rights are achieved				
Emphasis shifts from a multi-stakeholder planning table to a more deeply bonded government-to-government (G2G) forum				
Benefits and compensation are spread as widely and equitably as possible				

Strengthening collective action	●	●	●	N/A
There are mechanisms to address rivalries and competing claims over resources among Indigenous groups				
There are community networks, customary or informal institutions, and broader engagement with institutions for learning, discussion and to build trust				
Indigenous ideology is used to strengthen community and traditions				
There are strong, vocal local institutions and civil society organizations (CSOs) with a common framework of information sharing that enhances information elicitation and management to enable development of social capital, trust and transparency				
There is understanding of shared and competing priorities, methods and goals among stakeholders and a recognition of problems as shared ones				



## HANDOUT 3: APPLY THE TOOLS

Select one of the options from Table 6, and follow the instructions to prepare for a group presentation.

### Option one:

#### Apply the tools to a real MSF

- One group of 3-6 people who work with the same MSF.
- Pretend that you are the “inclusion committee” for the MSF and have been asked to select one of the tools to apply.
- Select one of the tools and simulate applying it during a committee meeting.

### Option three:

#### Create action plans

- One group of 3-6 people.
- Review the constraints and success factors on pp. 32-38 of the Guide or use the ones that were posted on the wall (Tool 2, Step 1).
- Create action plans for several of the constraints and success factors.

### Option two:

#### Share best practices

- One group of 2-3 people.
- Review the “Making it work” section of the Guide.
- Identify the best practices and approaches that have worked for MSFs and add more of your own ideas.
- Prepare a presentation to share in plenary.

### Option four:

#### Define next steps for an MSF

- One group of 3-6 people.
- Imagine that you have just finished the workshop and now need to define what the next steps are for applying what you learned to improve inclusion.
- Work as a team to create a plan.

**Table 6.** Shows the four options for group work.

## OPTION #1: APPLY THE TOOLS TO A REAL MSF

- ▲ One group of 3-6 people who work with the same MSF.
- ▲ Pretend that you are the “Inclusion committee” for the MSF and have been asked to select one of the tools to apply.
- ▲ Select one of the tools and simulate applying it during a committee meeting for the group presentation.

## TOOL 1: MOBILIZE THE STRUCTURES

**Goal:** Set gender and social inclusion goals, define strategies and make a roadmap for change.

- ▲ **Context:** Understanding the enabling environment and conditions for change is necessary to set inclusion goals.
- ▲ **Who:** Include key stakeholders, MSF organizers and/or executive committee. It may be helpful to designate a monitoring committee.
- ▲ **What:** The tool is divided into **three stages with six steps.**
- ▲ **When:** During MSF planning and implementation.

### Stage 1: Analyze the structures

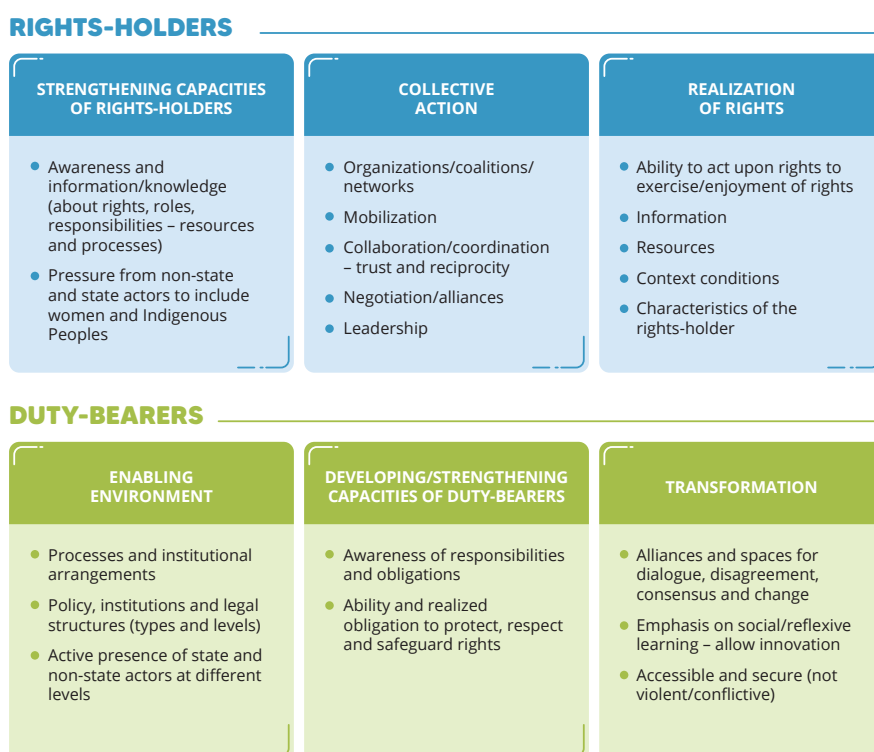
#### Step 1:

**Identify the rights-holders and duty-bearers in the issues your MSF engages with.** The users of the tool should fill out a simple table with this information and reflect on the following questions:

- ✓ Who are the key rights-holders?
- ✓ Who are the duty-bearers?
- ✓ Are we missing anybody? Are we leaving organizations/people out?
- ✓ Who has voice and agency in the discussion?
- ✓ Who is free to speak out, and who is actually able to speak out?

#### Step 2:

**Analyze the structures challenging or contributing to inclusion.** In step 2, users will review the responsibilities of rights-holders and duty-bearers (**Figure 6**).



**Figure 6.** Lays out the responsibilities of rights-holders and duty-bearers in different areas.

Where do your MSF's rights-holders lack capacities to participate effectively? Fill out the table below for your scenario.

Key rights-holders	Where do they lack capacities?

Where do your MSF's duty-bearers lack capacities to fulfill their obligations? Fill out the table below for your scenario.

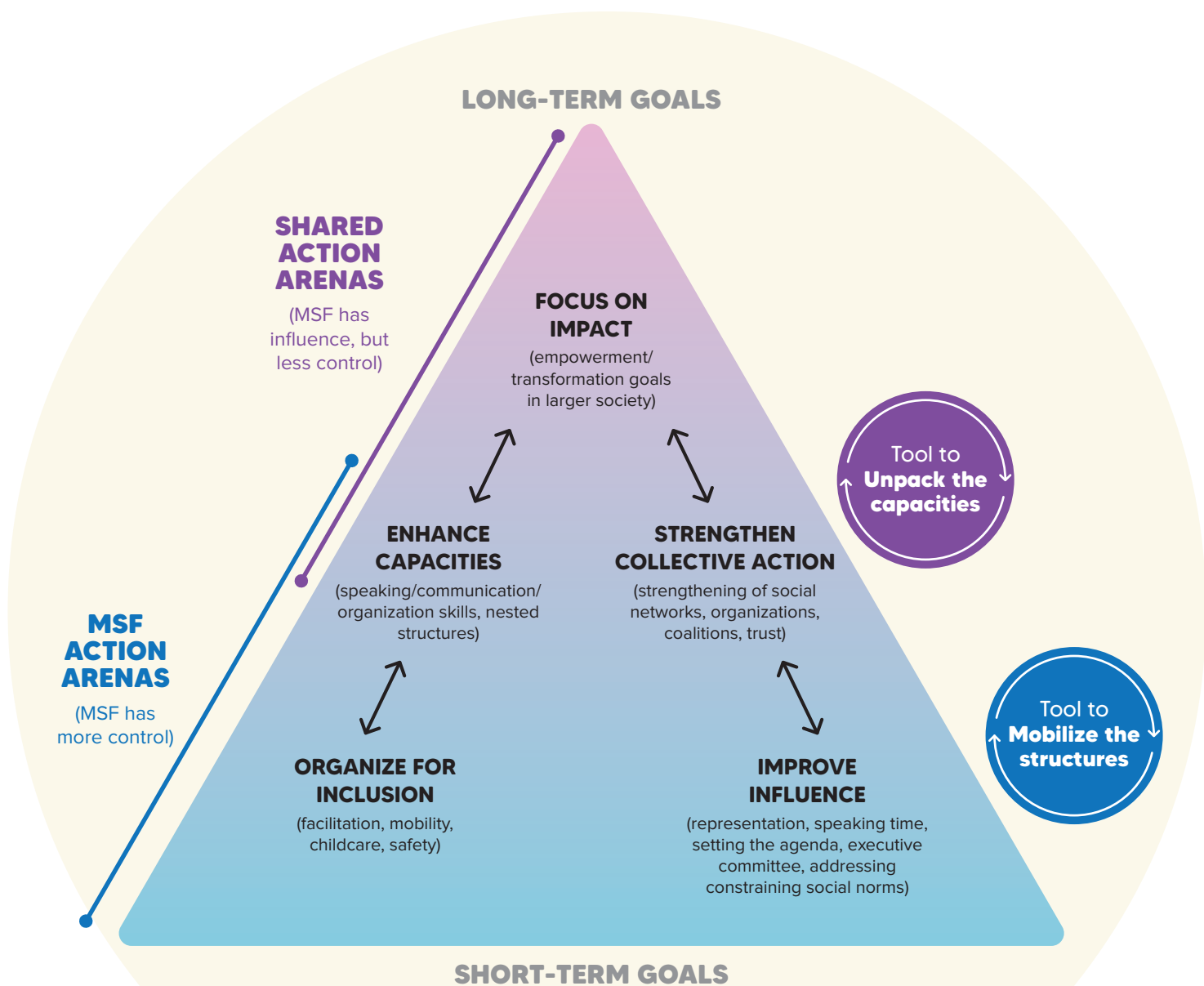
Key duty-bearers	Where do they lack capacities?

## Stage 2: Operationalize

### Step 3:

Set inclusion goals with your stakeholders.

Review the five goal areas where the capacities of rights-holders and duty-bearers can be strengthened (Figure 3).



**Figure 3.** MSF success factors organized into five action arenas for the two tools. This illustrates how the Theory of Change (ToC) helps structure the tools and conceptualize their purpose. See also slide 16 of the PowerPoint.

**Step 4:**

Define specific strategies with your stakeholders.

For each of the goal areas, set specific, achievable goals and identify strategies to achieve each goal. Fill out the table below for your scenario. See also slide 21 of the PowerPoint for some examples.

Goal areas	Think of strategies to achieve each goal
<p><b>Organize for inclusion</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Enhance capacities</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Improve influence</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Strengthen collective action</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Focus on impact</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

### Stage 3: Monitoring

Monitoring provides accountability and the opportunity for group learning.

#### Step 5:

**Review progress regularly before, during and after the MSF with stakeholders.**

- For this exercise, come up with a monitoring plan:
  - Who will do the monitoring?
  - When will the monitoring happen?
  - When will results be shared and discussed? With whom?
- Think about how you are going to monitor progress towards each goal:
  - Define specific monitoring questions to answer.
  - Decide how you are going to collect the information.

#### Step 6:

**Review, learn and adjust goals and strategies as needed.**

- For this exercise, decide how you are going to use the monitoring information.
  - What activities can you plan to create learning opportunities?
  - Who will be involved? For instance, you could schedule sessions with the executive committee and key rightsholders to discuss monitoring results.
  - What types of adaptations might be made in light of the results?

## TOOL 2: UNPACK THE CAPACITIES

**Goal:** Identify capacity gaps and opportunities and build strategies to address them.

- **Context:** Enhancing capacities of both rights-holders and duty-bearers is a key component of a rights-based approach.
- **Who:** Use this tool in a group setting that includes all key stakeholders, MSF organizers and/or a specific group or committee designated to carry out these activities.
- **What:** The tool lays out **three stages and five steps**.
- **When:** Apply this tool during MSF planning and implementation.

### Stage 1: Analyze the capacity opportunities and gaps

#### Step 1:

Review the checklists of success factors and constraints as a starting point (Handout 2). Keep in mind:

- ✓ There may be additional factors that you want to add.
- ✓ The checklists may apply to other groups too.
- ✓ Review both lists — women and Indigenous Peoples — because they have different areas of focus, and even conflict with one another sometimes.
- ✓ Some success factors may apply to rights-holders and others to duty-bearers. Be sure to distinguish between them in your notes.

#### Step 2:

Assess your MSF for each of the success factors.

Discuss each success factor for your scenario, and assess where your MSF stands using the stoplight approach or a similar rubric.

- No, little to no progress, not in place
- Somewhat, some progress, not fully in place
- Yes, implemented, in place

**Stage 2: Make an action plan**

**Step 3:**

For each “red” or “yellow” factor identified in step 2, discuss the actions that your group will take. Fill in some examples that you can present to the group using the table below.

- What can be done to enhance or address each capacity opportunity or gap?
- When and where can it be addressed?
- Which duty-bearers and rights-holders have responsibilities to address it?

Color	Capacity opportunity or gap	What can be done?	When?	Who has responsibility?



**Stage 3: Monitor****Step 4:****Develop a monitoring plan**

- For this exercise, come up with a monitoring plan:
  - Who will do the monitoring?
  - When will the monitoring happen?
  - When will results be shared and discussed? With whom?
- Think about how you are going to monitor progress.
  - Define specific monitoring questions to answer.
  - Decide how you are going to collect the information.

**Step 5:****Review, learn and adjust goals and strategies as needed.**

- For this exercise, decide how you are going to use the monitoring information.
  - What activities can you plan to create learning opportunities?
  - Who will be involved? For instance, you could schedule sessions with the executive committee and key rights-holders to discuss monitoring results.
  - What types of adaptations might be made in light of the results?
- What questions will you ask to measure results? Questions can be simple, such as:
  - How are we doing?
  - How have we improved (or not)?
  - What are the three most important lessons learned?
  - What are our three main challenges to improve, and how will we address them?

**OPTION #2: SHARE BEST PRACTICES**

- One group of 2-3 people.
- Review the “Making it Work” section of the Getting it Right guide.
- Identify those best practices and approaches that have worked for MSFs in the past.
- Add more examples of best practices and approaches from your own experience or imagination.
- Prepare a presentation to share in plenary.

**OPTION #3: CREATE ACTION PLANS**

- One group of 3-6 people.
- Review the constraints and success factors from Handout 2 or use the ones that were posted on the wall (Tool 2, Step 1).
- Create action plans to address several of the constraints and success factors. Fill in some examples using the table below that your group can present at the end of the activity.

Goal area	Constraint/success factor	Strategy	Actions	Who has responsibility?

**OPTION #4: DEFINE NEXT STEPS FOR AN MSF**

- One group of 3-6 people.
- Imagine that you have just finished the workshop and now need to define what the next steps are for applying what you learned to improve social inclusion in your own MSF.
- Work as a team to create a plan using the table below.

What needs to be done?	Specific actions to take	When?	Who has responsibility?

## HANDOUT 4: WORKSHOP EVALUATION

### A. Did we achieve our learning objectives?

Please rate whether you felt we achieved each of the following objectives.

1. Understand the importance of inclusion in MSFs.

1 = no

2 = a little

3 = partly

4 = mostly

5 = yes

NA = not applicable

2. Understand the barriers to inclusion for women, Indigenous Peoples and other under-represented groups.

1 = no

2 = a little

3 = partly

4 = mostly

5 = yes

NA = not applicable

3. Learn ways to improve inclusion in your MSF.

1 = no

2 = a little

3 = partly

4 = mostly

5 = yes

NA = not applicable

### B. What worked during this workshop?

### C. What can we improve for next time?

# GETTING IT RIGHT

## Getting it Right Training Course *Handbook and support PowerPoint*

This **Training Course** is tailored to support multi-stakeholder forums (MSFs) that focus on a range of environmental and development issues including forest management, protected area management, forest landscape restoration, sustainable agriculture, climate change, carbon mitigation and financing mechanisms. It is designed to provide facilitators with the materials needed to run a four-hour training course on how to address inclusion in MSFs. This training course goes hand-in-hand with the recent Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF) publication *Getting it right: A guide to improve inclusion in multi-stakeholder forums*.

The training provides foundational knowledge, concepts and tools around barriers, and tools to address inclusion as well as lessons learned from around the world that can help organizations involved in organizing and implementing MSFs to improve the inclusion of under-represented people including women, Indigenous Peoples, local community members and others. This facilitated course includes a handbook, a support PowerPoint and four handouts, and several group activities that organizers of MSFs can use to develop strategies and monitor progress towards their inclusion goals.



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