The purpose of this manual is to help trainers in Future Scenario facilitate training workshops for field workers who are keen to use these methods in their forest management projects. Future Scenarios are a diverse and flexible set of participatory methods. They can be used to help forest user groups and decision makers define clear unified objectives, identify opportunities or obstacles, or prepare strategies and action plans for alternate future situations. Future Scenarios can stimulate creative ways of thinking when the planning horizons are decades, complexity and uncertainty are high and people must work together to accomplish their aims. This manual aims to help trainers in their efforts and to promote the use of these methods in communal forestry activities worldwide.

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Future Scenarios
as an instrument for forest management

Manual for training facilitators of Future Scenarios

Nontokozo Nemarundwe,
Wil de Jong and Peter Cronkleton
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Contents

1. About this training manual 1
   The target audience 3
   Why a Training Manual 3
   Why train facilitators of Future Scenarios 4

2. The Training Workshop 5
   Identification of workshop participants 5
   Setting the stage 6
   Getting to know more about the participants 6
   Participants’ expectations 7
   Group reflections and evaluations 7

3. Scenarios Methods 9
   General overview: What are Future Scenario methods? 9
   Why use Future Scenario methods? 10
   Training for different types of Future Scenarios 10
   Vision, Projection and Pathway Scenarios methods 11

4. How Scenarios Methods can be Developed and Used 19
   Practice sessions 19
   Field exercise 19

5. Facilitation and Communication Skills 21

6. Methods for Working with Rural People 25
   Participatory methods for Future Scenarios 25

7. What next after the Training 29

8. References 31
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1 About this training manual

The purpose of this manual is to help trainers in Future Scenario better facilitate training workshops for field officers such as forestry managers, extension officers and researchers who are keen to facilitate Future Scenarios in their forest management projects. Future Scenarios are a diverse and flexible set of methods that can be used to help forest user groups and decision makers define clear unified objectives, identify opportunities or obstacles in the path to their management goals, or prepare strategies and action plans for alternate future situations (Wollenberg et al., 2000). Future Scenarios can stimulate creative ways of thinking in settings where the planning horizons are decades, complexity and uncertainty are high and people must work together to accomplish their aims (ibid). This manual aims to encourage trainers of facilitators of Future Scenarios to be more reflective about how to structure their training workshops.
This manual draws on the authors’ experiences designing and implementing a training workshop for Bolivian professionals actively working with local level forest user groups held in May 2002 (Nematundwe, et al., 2002). During the workshop, trainers used the Future Scenarios manual developed by Wollenberg et al. (2000) and this manual is intended as a supplement to the original text. The Bolivia workshop process described below may be used as a starting point for reflections by Future Scenarios trainers in the process of planning and preparing for the workshop. This manual presents the Bolivia workshop experience as one successful way to train Future Scenarios to commumal forestry facilitators. However, it certainly is not the only possible strategy that can be used in training facilitators of Future Scenarios. We hope that our example will provide help and inspiration to others attempting to design a Future Scenarios training workshop. We describe the Bolivia workshop process below.

The FS training workshop took place over 5 days at a site near Buena Vista outside of Santa Cruz, Bolivia. This location provided a retreat atmosphere that allowed participants to focus on the material with few distractions and reflect on how they could apply these methods at their field sites. Much of the workshop content was based on the manual “Anticipating Change: Scenarios as a tool for adaptive forest management, a guide” (Wollenberg et al., 2000), although the trainers drew on their skills with participatory methods and facilitation, and elicited examples from the broad practical experience of participants. The trainers sought to create an informal but challenging environment with ample interaction among participants. The workshop was organized around a diversity of methods and techniques to maintain interest, to get participants to engage the topic and break out of normal modes of thinking. The dynamics shifted throughout each day from group sessions with formal presentations, group discussions, small work groups, role-playing, and field practices. Throughout the workshop the trainers attempted to recreate situations and to use methods that would reflect the realities participants would face in the field.

The training strategy shifted each day with the intention of having participants look at scenarios from two perspectives: as community members who participate in a Future Scenarios exercise, and as facilitators of a communal Future Scenarios exercise. Initially participants were placed in imaginary situations to work with the methods but once they became familiar with the technique they were asked to draw on their own experience and reflect on their current work context. Finally they were asked to prepare for and implement these methods in a practical field test and then self evaluate the experience. The overall goal was to increase understanding of basic concepts and techniques, build empathy with those asked to participate in such activities and provide the skills and confidence needed to actually use these methods in the future.

Each workshop module dealt with a different aspect of scenarios and their uses and each was divided into explanatory presentations, work-group activities and discussion sessions. To keep the sessions lively, formal presentations were made short lasting less than thirty minutes, and work-group activities varied from session to session, continuously shifting group composition, changing topics and introducing new tasks each time. The transition between sessions included dynamic activities intended to maintain the attention of participants, break the monotony, and keep them thinking actively, especially in the afternoons. The dynamics ranged from simple stretching, silly activities to get
participants laughing, memory games to help them focus and team building exercises to enhance participation and dialogue. All of these dynamics were appropriate for later use in field practices. Overall, the participants had a high-level enthusiasm throughout the workshop and it was not difficult to hold their attention.

Although this manual uses examples and experiences from community forest management, the manual may be found relevant to other natural resource management situations or even in other development initiatives. It is worth noting that the objective of this manual is not to explain Future Scenarios as there are other sources for this material for example, Wollenberg et al. (2000); Wollenberg et al. (1998).

The target audience

This training manual is suitable for trainers of workshops organised to train field officers\(^1\) on how to facilitate the building of Future Scenarios at community level. The manual is intended as a guide for training rural development and forestry extensionists in the use of Future Scenarios methods. Since many professionals are not familiar with this approach, they need to learn additional skills to become proficient with the method. Those familiar with participatory methods need to focus on some considerations to hone their skills and get the most out of scenarios.

Why a Training Manual

When teaching professionals a method that may require that they change their approach to fieldwork or use new techniques for working with people, it is important that workshop organisers prepare for common obstacles to learning. Here are a few considerations:

- **Short attention spans:** During a multi-day workshop, it is sometimes difficult to keep adults focused on the subject or keep them from becoming bored. Our solution: short diverse sessions with rotating trainers, changing locations, different paces and dynamics for interacting. No presentations should last more than a half an hour and group work should never be longer than an hour at a stretch. Also, the trainers (s) should try to make sure material used responds to interests of participants to keep them focussed.

\(^1\) These we will call consistently throughout this text the Future Scenarios facilitators, or facilitators.
• **Stimulate creative thinking and break tendency of participants to passively watch:** To do this, we tried several different approaches during the Bolivia Future Scenarios training workshop. For instance, the trainers encouraged participants to think about Future Scenarios from different perspectives by placing them in unfamiliar situations (sometimes, even making them a little uncomfortable since that’s what happens to facilitators in the real world). Participants also continuously interacted with new people and were asked to exchange and discuss their views. Information was presented in a way that all could understand. To ensure that messages are getting through, the trainer(s) should seek different ways to repeat messages without being redundant. The strategy should be that participants shouldn’t just listen and take notes; they should interact, create, present, respond and practice.

• **Difficulty getting people to reconsider their assumptions and self-evaluate their skills:** Often people under-estimate their ability and over-estimate their understanding. It is not easy to get people to “think outside the lines” but as the trainer(s), try to help participants to think more about who their target groups are, how these people view the world and what they need. At the same time, try to get participants to reconsider their assumptions and have them practice methods to build their confidence.

• **The importance of practice:** Becoming a good facilitator takes practice. During the workshop in Bolivia, the trainers used many interactive methods to allow participants to experiment and practice with methods. Participants were made aware of less obvious aspects of facilitation (i.e. it isn’t just a matter of standing up and talking to people. It takes planning, observation, listening skills, knowledge of audio-visual methods, and understanding group dynamics and the ability to quickly define contingency plans to respond to participants). There is no easy recipe for facilitating. Doing it well only comes with experience, but many of us have the basic skills that allow us to be effective facilitators. In addition to providing different formats for participants to practice, build in time for participants to reflect on what has transpired during the training. (I.e. what worked? Why? How would you do it differently at your field site?)

### Why train facilitators of Future Scenarios

Future Scenarios are powerful tools but to take advantage of their potential, facilitators need to reflect on the process and develop skills that will allow them to reflect on the process and get the most out of a scenario exercise. Participants in a training workshop need to learn the characteristics and uses of the different methods and it is likely that scenarios will require techniques and approaches that are not normally used by most professionals. In the Bolivia workshop, we had the following objectives:

1. To develop understanding of basic concepts and techniques for facilitating Future Scenarios.
2. Equip participants with skills to enable them to facilitate Future Scenarios in their own projects.
3. Equip participants with skills to prepare for and implement Future Scenarios methods through a practical field test, followed by the evaluation of the exercise.
4. Build participants’ confidence, which will enable them to use the methods in their field sites.
The Training Workshop

This section describes some key points that have to be considered in the preparation of the workshop and at the beginning of the workshop. These include identification of participants, setting the tone of the workshop and getting to know participants and their expectations from the workshop.

**Identification of workshop participants**

It is important to identify suitable participants (trainees) for the training workshop. A first step is to have a clearly defined objective or plan for using the method, in which case the choice of participants will be easier. As the trainer, you may want to consider the criteria below.

*Criteria for selecting participants.*

- Professionals actively working with local level forest user groups/communities.
- People that have practical field experience.
- People who are motivated to assist in facilitating resource management decision-making at the local level.
Once you have identified the participants, think about their characteristics to begin targeting methods, materials and training strategy in response to their needs and capacities. What are the skills and experiences they will bring to the training? What do they need to get out of the training? How are they likely to learn? Will the participants know one another or will they be strangers? How do you expect they will interact? Is it a heterogeneous group? How hard will it be to gauge course material to the appropriate level? As a rule of thumb it is probably hard to have a productive workshop with much more than 25 participants.

Setting the stage

A successful workshop starts by creating an atmosphere and process that encourages dialogue and learning, clarifying workshop objectives and expectations and building group dynamics. To orient workshop participants it is useful to begin by introducing the workshop objectives and explaining the training techniques that will be used during the workshop. The trainer should be clear at the beginning of the workshop that a participatory approach will be adopted for the workshop, in which case participants are encouraged to contribute actively during discussions.

Getting to know more about the participants

It is important for the trainer to understand the background of the workshop participants as well as the level of their experience working with communities, facilitating meetings and using participatory methods. One way to generate this information is to put up a chart listing some relevant characteristics and ask each participant to fill in the columns to describe himself or herself. The specific characteristics used can vary depending on the type of information that you want to get from the participants. (An illustration of subheadings that were used in the Bolivia workshop is presented in Table 1.)

When all the participants have completed the chart, it is useful to lead a group discussion pointing out the range of skills, similarities and differences among the participants. Ask those present to reflect on their abilities and how they fit into the workshop context. This allows participants to learn more about the others, and gauge how they compare but also breaks the ice and helps participants to relax. Once this information is collected, the workshop trainers need to reflect on their plan to determine how well it reflects the needs of participants. If necessary (and possible) the program should be modified accordingly.

Table 1: Generating information on the participants’ experiences

<table>
<thead>
<tr>
<th>Name</th>
<th>Training</th>
<th>Community Work</th>
<th>Facilitation</th>
<th>Participatory Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynette</td>
<td>T-S</td>
<td>M</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Margaret</td>
<td>S</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>John</td>
<td>T-S</td>
<td>H</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Nancy</td>
<td>Admin</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Patricia</td>
<td>S</td>
<td>M</td>
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</tr>
<tr>
<td>Peter</td>
<td>T-S</td>
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<tr>
<td>James</td>
<td>T-S</td>
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<tr>
<td>Girile</td>
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<tr>
<td>Tafadzwa</td>
<td>T-S</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Sekai</td>
<td>S</td>
<td>H</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>
Group reflections and evaluations

It is important to have continuous reflection and evaluation of the workshop process. This can be done in many different ways. Some suggestions:

- After undertaking activities in small groups, have participants reflect on what transpired during group work in a plenary session. You can ask, what went well? What didn’t go well? What could have been done differently and how?
- Daily evaluations: at the end of each day have two volunteers taking the responsibility of asking other participants individually on what they feel about the day’s proceedings. The volunteers should compile and synthesise responses and present these to other workshop participants at the beginning of the next day.
- Trainers should also have daily reflections on the workshop process at the end of each day. This allows for refocusing or designing new strategies for conducting the workshop if there is need to change the original plan. This process also allows for flexibility in carrying out the workshop to cater for the needs and interests of the participants (without losing direction).
- Field practice evaluation: at the end of the field practice (see below), it is important to have participants reflect and evaluate what transpired during the field exercise.

The Future Scenarios training workshop in Bolivia from which this manual draws experiences revolved around three main themes that were interspersed throughout each day of the workshop. These themes guide the structure of this manual. These themes are as follows:

Participants’ expectations

To gauge whether the workshop as planned would meet the expectations of the participants, ask participants to share their expectations with the group. A good way to do this is to distribute cards and ask participants to list their expectations on the cards. When finished, participants take turns reading their cards aloud and pasting them on the wall. The group should then attempt to synthesize the expectations by grouping them according similarities and emerging themes. The cards remain pinned on the wall for periodic reference during the workshop and should be examined again at the end of the workshop to ascertain whether most of the participants’ expectations have been fulfilled.
1. Future Scenarios methods.
   - General overview of what Future Scenarios are and why they are used.
   - Specific types of scenarios.

2. The development and use of scenarios methods.
   - Practice sessions.
   - Group reflections and evaluations.
   - Field exercise.

   - Facilitation and communication skills.
   - Participatory methods for facilitating Future Scenarios.
   - Cross cultural sensitivity.
3 Scenarios Methods

General overview: What are Future Scenario methods?²

Scenarios are stories or models used to conceptualize possible future outcomes. They are tools for planning and decision-making that are appropriate for situations where complexity and uncertainty are high (situations that typically characterize the management of tropical forest ecosystems). Future Scenarios are used to reduce risks, to define alternative options and to clarify strategies to achieve desired results. Scenarios are appropriate for use with many different types of stakeholders (from local user groups to governmental decision makers) although the methods should be tailored to suit the case. Decision makers use Future Scenarios to evaluate what to do based on different possible futures (Wollenberg et al., 1998). The options for the future

² The trainer should begin by generating ideas from participants on what they understand by Future Scenarios followed by presentation of the generic definitions of Future Scenarios.
reflect either an extrapolation of current trends or introduced changes such as policies and management plans (ibid: 2). The Future Scenarios method refers to a general category of techniques associated with creative visioning. Future Scenarios stimulate new ways of thinking that can enable better adaptation to the future.

**Underlying principles.**

- Uncertainty: We don’t know how things will be in the future. We do not know how our actions now may affect the future, but we need to act.
- Complexity: Whatever happens will be influenced by many factors. We do not know all these factors or how they will influence what is going to happen, but we need to choose an action.
- Future Scenarios help to visualize or to project the future, and to estimate how our actions today can contribute to a vision or how to influence a projection.

**Why use Future Scenario methods?**

- To change forms of thinking and see the world in new ways and be better able to confront the uncertainty in the future.
- To perceive the consequences of our actions in short term and long term perspectives.
- To introduce hypothetical possibilities that stimulate the imagination to overcome existing patterns of thought, or traditional behavior not adapted to fast changing circumstances.
- To promote interaction between different interest groups.

**Training for different types of Future Scenarios**

While Wollenberg *et al.* (2000) covered four types of Future Scenarios relevant for forestry management contexts, during the workshop in Bolivia, we only covered three due to time constraints and also because they seemed to be the most relevant for our needs. The four types of scenarios described by Wollenberg *et al.* (ibid) are:

- Visions (Imagine the desired future),
- Projections (Consider expected future),
- Pathway Scenarios (Establish steps towards a specific future),
- Alternatives (Analyze possible futures).
The three types of scenarios that we covered during the Bolivia workshop are the Visions, Projections and Pathway Scenarios. Below is a description of these scenarios that was provided to the workshop participants and the dynamics and activities that we used to have the workshop participants practice, discuss and reflect on the methods.

**Vision, Projection and Pathway Scenarios methods**

**Vision Scenarios**

Method description: The purpose of the Vision Scenarios is to help communities:

- Imagine an ideal future,
- Become aware of that future,
- Reflect on whether it is possible to achieve that future,
- Share a unified vision of that future.

Conceptually Vision Scenarios are the simplest of the Future Scenarios methods. However aspects of this method are fundamental to all of the other types of Future Scenarios methods. Contrary to the straightforward appearance of this method, it can be difficult to facilitate the process of generating Vision Scenarios in a way that engages the participants and produces useful information. While it takes skill and planning to do well, even those with limited facilitation experience can quickly learn the process with a bit of training and practice.

A Vision Scenario is a model or description of an ideal, desired future. Vision Scenarios are used to clarify general goals, and create an explicit vision of a desired future and assure that relevant actors are in agreement. In a Vision Scenario the participants try to reflect on their desired future free of current constraints. Have participants imagine the ideal future, explore implications and realism of ideal future, and reach a shared vision.

**Dynamics and activities for training Vision Scenarios**

To begin, ask participants to reflect on their desires for the future and record them. The vision should not be directed to a single objective, but should be broader. A good way to start is to have people reflect with the use of guided imagery. Once they have generated their vision, ask that they exchange individual visions, and discuss similarities and differences in an effort to define an integrated

---

**Box 1: Suggested steps in facilitating Vision Scenarios**

- Request that the participants reflect on their desired future.
- Ask participants to share individual visions.
- Identify and evaluate similarities and differences between individual scenarios.
- Define a single scenario that integrates individual visions.
- Analyze the capacities, motivations and the resources necessary for the scenario.
- Define the actions that need to be taken.
- Analyze the positive and negative implications of the scenarios.
- Reflect about what can be done to reach the desired results.
Future Scenario\(^3\). They should also evaluate the implications of this scenario and determine if it is realistic.

They should analyze if the Future Scenarios are possible and whether they have positive or negative implications. Finally discuss what could be done to reach situation defined by the vision. If the interest group is large (or heterogeneous), or if there are several groups of stakeholders participating, the activity can be divided. Afterwards the group can meet jointly to integrate their visions. Box 1 presents suggested steps for facilitating Vision Scenarios.

**Projection Scenarios**

Method description: The purpose of Projection Scenarios is to help community members to:
- Develop scenario based on expectations of the future,
- Discover probable situations resulting from different trends and
- Identify gaps in understanding or weaknesses in capacities.

Projection Scenarios are similar to Vision Scenarios, although they are targeted at expectations and defined within specific bounds. They are used to examine expectations of the future if trends continue or if some event occurs. The objective is to achieve an image based on what people expect is likely to happen if certain trends continue (rather than what they want). Instead of solely imagining the outcome, increased emphasis is placed on examining the processes that will lead to that end point.

\(^3\) With guided imagery, participants are asked to engage in some quiet reflection and guided by the trainer in the process of imagination.
Dynamics and activities for training Projection Scenarios

To create a Projection Scenario, begin generating the scenario with participants (through discussion, reflection, maybe guided imagery or other methods depending on the characteristics of the participants). Establish the bounds of the projection exercise by defining the actors, resources, and institutions involved, events to be considered, and the specific time horizon. Ask participants to reflect on the situation at a future point if current trends continue.

Once they have created their scenarios, have them compare the different trends that each individual included, discuss the characteristics and influences of these differences, and try to determine the weight or importance that should be assigned to each. Evaluate the parameters that define the projection, were relevant factors considered, is the logic behind the expected trends realistic. Reflect on the influences of different factors, identify cause and effect relationships and try to determine appropriate actions. If decision makers are creating the scenario it may be useful to discuss and analyze the results from the perspectives of different interest groups.

To illustrate the application of Vision and Projection Scenarios, the trainer(s) should break participants into sub-groups for a practical exercise. In the groups, ask participants to put themselves in the place of the community members from an imaginary village. This is an artificial activity, but it allows participants to experience scenarios as local people would experience them and to think about a common situation where several local stakeholder groups have conflicting scenarios for the future. The exercise allows the participants to observe how the generation of scenarios is done.

### Box 2: Suggested steps in facilitating Projection Scenarios

- Define the limits of the projection (the time frame, resources, actors, and institutions involved, and events considered).
- Request that participants imagine a scenario within established parameters.
- Evaluate realism of the time frame and the logic of the scenarios.
- Trace causal chains between the events and the projected future and observe interactions.
- Discuss the influence of different factors and relationships between factors.
- Discuss implications and necessary actions to respond to scenario.
- Analyze the logic of the projections from the perspectives of the different interest groups.

After presentation of the scenarios from the small working groups, a representative from each group is invited to attempt to integrate the different scenarios, resolve differences between them and suggest strategies to develop a common plan for the imaginary village. The intention of this group activity is to highlight how different groups can see the same situation from different perspectives and examine the problem of trying to integrate these differences. Box 2 presents suggested steps in facilitating Project Scenarios.

During the workshop in Bolivia, a small group role-playing exercise with Vision and Projection Scenarios was undertaken as part of the practice session. Results of this practice session are presented in Box 3 and may be useful for facilitators to begin to reflect on how these two scenario methods can be facilitated.
### Box 3: Small Group Role-Playing Exercise with Vision and Projection Scenarios

**Local Stakeholder Vision and Projection Exercise**

**Goal:**
Use Vision and Projection Scenario methods to help local group through first steps of resource use planning. By playing part of imaginary local stakeholders in this activity, participants should get an understanding of the steps involved in a Future Scenario exercise and gain empathy for those who are asked to participate in such activities. They should get an understanding of the difficulty involved in defining a unified scenario when different stakeholder groups are involved.

**Background (invented but realistic and provided to all participants)**

**Santa Monica municipality**
The imaginary municipality of Santa Monica is a frontier area in the Bolivian orient. Approximately 90% of the municipal area is covered with production forests although these have been logged in the past to extract high-grade timber. The municipality is divided by a river (Rio Chico) and in the North there are natural Savanas. There are three population concentrations: the capital Santa Monica, “Ita” an indigenous community and “Colonia Victoria” a dispersed settlement of campesinos. The three settlements are quite distinct. There is only one road connecting Santa Monica to the outside world but it can only be used during dry months (a factor that strongly influences the local economy).

Santa Monica: The capital, Santa Monica, was formerly a small mission settlement but has grown with the frontier. The population (5,000 people) is of mixed descent with many families that had moved to the town to work at the sawmill and stayed even after it closed. Smaller mills have opened but most people rely on agriculture and ranching for their livelihood today. In the 1960s a sawmill was built and supplied jobs, but by early 1990s with the stock of mahogany depleted the sawmill closed.

Ita, is an indigenous settlement north of Rio Chico. The 45 families in the village occupy land their ancestors have used for generations. During the mission period they became more sedentary and reliant on agriculture. They have no legal document for their land and have felt increasing pressure with the arrival of outsiders into the region in recent years.

Colonia Victoria, this is an abandoned ranch that was invaded by families in mid-1990s. These families do not have title to the land.

**Process:**
Introduce group and explain that goal is to do a Vision Scenario and Projection Scenario to begin a planning process. As a stakeholder group, they are interested in developing a resource use plan but are unsure where to start. With the new forestry law of 1996 residents became interested in taking advantage of opportunities to exploit forest resources but are unsure what they want to do. They have agreed to participate in the scenarios exercise to better define the type of project they would like to develop.

...//
**Pathway Scenarios**

Method description: The purpose of the Pathway Scenarios relates to:
- How to get from the present to a desired condition.
- Emphasizes resolving problems.
- Creates strategies to meet a target.

Pathway Scenarios are used to compare a desirable future to the present and define strategies for reaching future condition. This is a problem solving technique. Instead of focusing on a future point or processes leading to the future condition, the Pathway Scenario define an end point and focuses on strategies and actions for reaching that point. The procedure for elaborating Pathway Scenarios begins like the other methods. The participants first elaborate a Vision Scenario, making efforts to elaborate a more detailed characterization of this Future Scenario. They then describe the present in terms of key characteristics that define ideal future (i.e. the condition of resource, the activities of relevant institutions and actors, the state of local capacities, infrastructure, benefits and rights). Once the future and present have been described participants then compare and contrast the different images and identify the obstacles and opportunities for reaching the ideal future. Finally, they attempt to identify ways to resolve the problems or take advantage of opportunities to reach their goals.

**Box 4: Suggested steps in developing Pathway Scenarios**

- First produce a Vision scenario as described above.
- Characterise the resources, institutions, events, and relations between all these components.
- Contrast the differences between the present and future images.
- Identify the principal limitations and opportunities to achieve the vision.
- Hold a brainstorming session about a strategy for achieving the community’s vision given the limitations and opportunities.

**Dynamics and activities for training Pathway Scenarios**

In the Bolivia workshop, to work with Pathways Scenarios method, the participants were divided into sub-groups based on the region
Box 3: continues

.../

1) To prepare group, start with some quiet reflection (guided imagery). Ask them to close their eyes and imagine their home and family. Where do they work? What do they eat? Where do they market? What do they buy and sell? (5 minutes).

Details for each stakeholder group

Santa Monica: The participants are all people that have worked, or continue to work in the timber industry. They are currently unemployed or underemployed. This group is especially concerned by the decline in the local economy in recent years and the lack of jobs.

Ltu: The participants are members of the village council. Few have ventured outside of the municipality and the level of formal education is low. Because of their tradition and history, this group feels a strong bond with their lands but are worried that outsiders will continue to venture into their area.

Colonia Victoria: This group moved onto the ranch a few years earlier with the expectation of establishing farms. However the land is not as productive as they expected. Not only is it difficult to meet their basic needs on this land, they are continuously concerned that they will lose their land to others (especially the original owner of the ranch). Since agriculture has not met expectations this group is looking for alternatives that will allow them to stay on the land but improve their livelihoods.

2) Introduce Vision Scenario: Have the participants’ think of some distant future period and imagine: “How would you like to use the forest?” Allow participants to reflect briefly then combine a list of what the vision (or visions) entails. Use note cards for each participant to record their views before presenting them generally. Then, moving from this general question, ask more specific questions. (i.e. what are the bounds of the forest that will be used, who would be involved, when and how would this use be organized?) (20 minutes).

3) Introduce Projection Scenarios: Thinking of a point 15 years in the future, imagine the implications of the vision that has just been created. What will have happened to the forest? To the community? What are the impacts? What has changed, what has stayed the same? (20 minutes).

4) Finally, once Projection Scenario is complete, have the group reflect on the main factors that have influenced their vision. (i.e. forest type, certain economic forces, demographic change). (10 minutes).
where they worked. This was intended to allow them to reflect on their actual work situations. These groups were Guarayos, Chiquitania, and Pando. Each group was asked to choose a community all were familiar with then to discuss the situation and create a Pathway Scenario. The participants visualized the future of the community and reflected on the current realities.

Two groups of Pando and Chiquitos analyzed small communities, identifying very specific activities related to communal organizations and production. In Guarayos, because of the complex social situation there, the kind of actions proposed remained at a much more general level. Table 2 shows the results from the Pathway Scenario exercise done by the Chiquitos group.

After presenting each of the scenario methods to trainees in the workshop, it is important to have a brainstorming session to reflect on the method. The brainstorming session may focus on the following:

- What to change?
- How to strengthen capacities?
- How to minimize limitations and weaknesses?
- What are the principal actors?
- What are the resources available?
- What are the most efficient points to be influenced?
- What can or cannot be changed?
- What aspects are under control?
- How long will it take to achieve the vision?

Following the brainstorming exercise, reflect about the differences in groups and generate an action plan.
### Table 2: Results from a practice exercise on Pathway Scenario from Chiquitos.

#### Chiquitos Team (Example ASL Boqui)

<table>
<thead>
<tr>
<th>Present situation</th>
<th>Pathways and strategies to reach future goals</th>
<th>Future situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization and administrations</td>
<td></td>
</tr>
<tr>
<td>- Weak internal structure.</td>
<td>- Raise consciousness of members to start participatory process that will improve organization and administration.</td>
<td>- Efficient organization with good administration.</td>
</tr>
<tr>
<td>- Not incorporated as an ASL.</td>
<td>- Insist on assistance from municipal government for the ASL.</td>
<td>- ASL legally constituted and incorporated.</td>
</tr>
<tr>
<td>- Forest concession is not approved.</td>
<td></td>
<td>- Concession defined and approved.</td>
</tr>
<tr>
<td>- Lack transparency in management of financial resources.</td>
<td></td>
<td>- Generate employment for members of association and from the community.</td>
</tr>
<tr>
<td>- Lack of accounting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Aspects</td>
<td></td>
</tr>
<tr>
<td>- Management plan has not been approved.</td>
<td>- Increase understanding of management plan.</td>
<td>- Forest management plan approved and implemented.</td>
</tr>
<tr>
<td>- Non-compliance with requirement to hire professional forester.</td>
<td>- In-service training in activities related to forest management.</td>
<td>- Professional forester contracted by the management organization.</td>
</tr>
<tr>
<td>- Low capacity in timber harvesting.</td>
<td></td>
<td>- Qualified labor available.</td>
</tr>
<tr>
<td></td>
<td>Comercializacion</td>
<td></td>
</tr>
<tr>
<td>- Sale of only three forest species.</td>
<td>- In-service training in commercialization and marketing.</td>
<td>- Obtain niche in international markets.</td>
</tr>
<tr>
<td>- Lack markets for remain species identified in the operating plan.</td>
<td>- Assist with the identification of niche markets.</td>
<td>- Strategic alliances developed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Increased opportunity for alternative timber species.</td>
</tr>
<tr>
<td></td>
<td>The goal is a sustainable community forestry enterprise</td>
<td></td>
</tr>
</tbody>
</table>
How Scenarios Methods can be Developed and Used

**Practice sessions**

It is important to plan for practice sessions because this gives participants the opportunity to practice facilitating Future Scenarios development exercises. Practice exercises can be done through role-plays. During the workshop in Bolivia, practice sessions were planned around each of the Future Scenarios methods discussed. An example of a practice exercise is presented in Box 8 based on the Fish Bowl exercise. This was done to prepare workshop participants for facilitating Future Scenarios during the field practice undertaken as part of the training workshop.

**Field exercise**

During the course of the training workshop, most likely towards the end, the trainer(s) should organise a field exercise to give participants the opportunity to practice the Future Scenarios methods that they had learned in the course. Preparing for the field exercise is vital, because it is only working with a community that participants can have a feel of how the process works.

*Preparation for the field exercise*

Prior to the field exercise, identify community groups that are willing to participate in the exercise. These communities should be informed that the visit is for purposes of training of the group who comes to visit. Ask workshop participants to divide into groups based on the
number of community groups to be visited. Bring in an officer familiar with selected sites to give some background information on the sites to be visited.

During the preparation for the field exercise, have each working group define their field objectives and plan on what Future Scenarios methods they would use. The working groups should also define the division of labour among field exercise team members.

Some guiding questions to ask oneself during the preparation for field practice include:

- Does the community know when you will be arriving and how much time you will spend in the village?
- Have all the sectors of the community approved your visit?
- Is the timing convenient for the local people?
- Does the community know why you are coming?
- Since this is for purposes of training, does the community know that there is no guaranteed follow-up or direct benefits?

**Reflections on the field exercise**

It is important to have the group evaluate their field exercise. This gives them an opportunity to reflect on what went well, and what could have been done differently. Develop some guiding questions for the groups. These guiding questions may be useful for analysis of field experiences across the groups. Examples of guiding questions for the evaluation of the field exercise are presented in Box 5.

**Box 5: Guiding questions for the group evaluation of the field exercise**

1. How did your group present the theme and the objective?
2. Do you feel the community understood the theme?
3. What Future Scenario method(s) did you use?
4. How did you present this scenario?
5. Was this presentation adequate?
6. What materials did you use? Were they appropriate?
7. Was your team adequately prepared?
8. How was the facilitation?
9. How was the participation of the community?
10. In general, how did you feel that the exercise went?
11. What could have been prepared in a better way in this exercise?
12. What did you learn from the exercise?

These questions can be answered in a qualitative manner or a ranking approach may be adopted. If you decide to use the ranking approach where applicable, a range of scores from 1-5 may be used (1 = excellent; 2 = good; 3 = adequate; 4 = could be improved; 5 = unsatisfactory).

**Source:** Nemarundwe et al., 2002.
Facilitation and Communication Skills

For the process of Future Scenarios building to be successful, good facilitation skills are a prerequisite. The ability to produce active participation by individuals or groups is an important talent for development workers. The level of participation often is determined by the facilitator’s ability to establish confidence and promote communication that is open and honest. The role of the facilitator is to guide the situation instead of controlling it. The facilitator must help participants learn from each other. This includes establishing an atmosphere in which people who normally are hesitant to speak publicly voice their opinions or where those that are more aggressive do not dominate the conversation. The facilitator must try to achieve that the voice of each person is heard.
**Box 6: A Fish Bowl Exercise**

**Description of role of the facilitators**

**Situation:** You are arriving at a village to facilitate a Vision Scenarios meeting.

**Suggested steps to follow:**
1. **Define a method to present yourself and introduce the activity of creating Future Scenario.**
2. **Try to ascertain the situation of the group (who are the leaders, how are the relations within the group, is there a difference in opinions) and promote participation.**
3. **Identify a possible theme for the Vision Scenario.**

Team 1: You are from SNV (Dutch development cooperation) and will be visiting the community El Chive, a rural community in Pando. You have heard that there is a division in the community, and that there are problems with some individuals who dominate the local organization.

Team 2: You work for BOLFOR and are going to visit the community San Pedro in the Tacana TCO. You are worried about the broad participation within the community, and would like to improve the communication with his indigenous community.

**A scene from El Chive, Pando**

*Leaders of the community “El Chive”*

A group of technicians from SNV comes to visit the community to do a village planning about the use of forest resources.

As leaders, you are interested in promoting the sales of timber because you believe you can generate a lot of personal benefits. You know that the rest of the community has reservations about logging and want to protect the current production system that relies on a broad spectrum of forest uses. They will consider timber management but want logging to be restricted.

However, as is custom in the village, leaders are respected. You know that there is little chance that the rest of the community will contradict you. The leaders are willing to collaborate with the visitors that come to work in the community, but they try to make sure that the rest of the people will not talk to the visitors.

*Community member “El Chive”*

The community members faithfully follow their leaders, even though they are aware that leaders interests are different from the community’s interest. The community members will not talk when they are not given permission to do so. Even then, they would not contradict the leaders, even though their ideas about the subject are totally clear. The community members will express their opinions vehemently when they are on their own.

**Community San Pedro, Tacana TCO**

You are from the Tacana community San Pedro, and you have heard that a team from BOLFOR will be visiting to do a new type of planning. The community is in agreement that they should develop a forest management plan to consolidate the communities territory and generate income. However, the community does not know how to begin. One problem is that the women have little information about the possibilities because they rarely participate in the meetings, and they do not speak Spanish. Because of their lack of Spanish, they have difficulty communicating with technicians who visit the community. They also feel embarrassed for not speaking Spanish. Only one man knows how to read and write.

*Instructions: The women do not appear at the beginning of the meeting, but only come in when specially invited. The men will not do so unless the visitors specifically request them to do so. The men can communicate with the visitors, but the women only speak to the Tacana men. The women do not show any understanding whatsoever of what the visitors tell them. They only respond when the Tacana men talk to them. If the visitors ask you to write, only one person is able to do so.*
Being a facilitator requires the capacity to:
- Listen actively,
- Show respect for participants,
- Elicit the opinions of participants,
- Observe group dynamics, and
- Clearly articulate objectives and understand objectives of the group.

Ethics of the facilitator:
- Ensure that the group understands your role,
- Do not control the group, and
- Aid the group to work together.

Practicing how to facilitate

It is important to have participants practice how to facilitate Future Scenarios development. This can be done in small groups. For example, in the workshop held in Bolivia, a small group Fish Bowl exercise was used to examine problems commonly faced by facilitators and to provoke discussions of personal experience (see Box 6). In a Fish Bowl exercise, one group carries out a role-playing activity while a second group watches and analyzes what is taking place.

In our workshop the role-playing group was divided into facilitators and community members. The “facilitators” were separated and told that they needed to initiate a scenarios exercise with the “community members” but they were not told that the community members were also being instructed how to act. In each exercise the “community members” acted out behavior that normally challenges the facilitation skills of most professionals. Periodically throughout the exercise, we stopped and the group that was observing had to identify what the problem was and how well the “facilitators” were responding. We also interrupted the exercise when something worth discussing occurred. This is a lighthearted way to examine problems that are commonly faced in community work. Following this exercise, the entire group reflects on the exercise and discusses their experiences. Box 7 presents tips that can be shared with trainees for their use during fieldwork.

When preparing to facilitate scenarios consider the following:

Questions to ask:
- Who is the target group?
- What is the objective of the activity?
- What methods are going to be used?
- How can you create an action learning process?

The target group:
- Do the participants in a group have a common interest? What is their interest?
- Are the participants responsible for implementing actions or decision making?
- What are their analytical abilities, common modes of communication, norms for cooperation? How do these characteristics influence the type of scenario method selected as well as the strategies for implementing the method?
- Are there other factors that could influence cooperation or participation?

Promoting the learning process:
- Promote the maximum participation of key interest groups and important actors.
- Do not let some groups or individuals dominate the process. For
example, encourage the less vocal people to speak out or find ways of controlling the dominant personalities. For instance, in Romwe, Zimbabwe, attempts to dominate the community visioning exercise by a powerful personality in the village who happened to be a former councillor were prevented by taking him for a walk to discuss other “important” issues (Wollenberg et al., 2000: 23).

- Use communication styles and language that is appropriate for each group.

<table>
<thead>
<tr>
<th>Box 7: Tips for field facilitators</th>
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</thead>
<tbody>
<tr>
<td>- The first step in preparing for a meeting is to know the audience and assess their needs and capabilities. It is very important to know the leaders and the group before organizing an activity. Preliminary meeting with leaders or key persons can effectively introduce topics and gather information useful for defining the facilitation strategy. Informal discussions are also very important to establish adequate relations and verify pieces of key information.</td>
</tr>
<tr>
<td>- The physical layout of the meeting will affect the way people interact. Organize seating and choose a position to work with the group carefully.</td>
</tr>
<tr>
<td>- Establish the appropriate environment, and have a clear introduction and ending to each session. Break meeting into different types of activities to maintain attention and participation.</td>
</tr>
<tr>
<td>- Facilitators should target their language for the audience. Often, the language used in community work needs to be less technical, simplified but without losing significance. To clarify the message it may be better to use local terms and examples from daily life to get the central message across.</td>
</tr>
<tr>
<td>- When a portion of the audience does not speak the official language, e.g. English or Spanish, the use of translators is crucial. It is important to note that even when most people understand the official language, they may lack skills or confidence using the language, which may limit their ability to interact.</td>
</tr>
<tr>
<td>- There are many rural people that do not read or write so facilitation methods must be appropriate for these situations. Using pictures or drawings may be alternatives to relying on reading or writing. Role-playing can also allow people to express themselves more freely.</td>
</tr>
<tr>
<td>- It is important to consider gender issues when preparing for a meeting (not just the gender of participants but also the gender of facilitators). For example, in many cases female facilitators can establish a level of trust with female participants easier than male facilitators.</td>
</tr>
<tr>
<td>- During the meeting gauge the level of participation. If few people show up it may be because of an inconvenient time, or because the visit was not adequately announced, not necessarily because they lacked interest. In planning, allow time for people to arrive at the meeting. Often it is important to specifically invite women or others that may be excluded.</td>
</tr>
<tr>
<td>- Be aware, if possible, of local power relations, internal conflicts and alliances. React to these conditions accordingly. When there is a very dominant person, or when some participants are hesitant to speak in public, it may be necessary to find ways to work with smaller groups.</td>
</tr>
<tr>
<td>- Allow time for people to reflect and discuss (without losing interest or control of the group). The facilitators need to give time to reflection. The Future Scenarios exercises may be spread over different days. For instance, in large communities, it may be useful to think one day about the future, another day about the present (in the Pathway Scenario). That, however, can lead to people losing the thread of the exercise.</td>
</tr>
<tr>
<td>- It is very important to consider the circumstances when choosing the method, and how the process needs to be facilitated.</td>
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</table>

**Source:** Nemarundwe et al., 2002.
6 Methods for Working with Rural People

Special attention needs to be paid to working with rural people. Trainees are often from urban areas or from upper socio-economic classes and therefore may not have thought how cultural differences or biases could affect their interaction with rural stakeholders. Be sure that activities to be undertaken are culturally appropriate. While some activities may be appropriate in one setting, the same activities may not be appropriate in another setting. This section focuses on facilitation and communication skills that are needed for one to be able to work with rural communities.

Participatory methods for Future Scenarios

Future Scenarios are mental constructs based on assumptions about what may happen. Therefore the generation of scenarios depends on interactions with social actors. The likelihood that the scenario results in specific actions or strategies depends on how accurately it reflects conditions and reality as perceived by those social actors.
Constructing Future Scenarios is not simply the mechanistic accumulation of data, but rather is an analytical process of defining interests, expectations, objectives and causal models, reaching consensuses on strategies and evaluating those potential outcomes. All of these involve interactions with multiple stakeholder groups. Often local groups are heterogeneous and efforts must be taken to ensure all relevant perspectives are considered. More importantly, to elicit these perspectives and to ensure that the product of scenarios exercise is appropriate and ultimately used by stakeholders, it is crucial that they are active participants in creating the scenario.

An appropriate and efficient means of helping local groups to develop Future Scenarios is through the use of participatory methods. However, the participatory methods used to facilitate the construct of Future Scenarios are neither fixed nor universal for every local community or group. The selection of tools should be based on three main aspects, namely, the objective of the Future Scenario, the type of Future Scenario developed and the characteristics of the group involved in the Future Scenario process. The Scenarios manual suggests four types of participatory methods that can be used for facilitating the development Future Scenarios: possible futures, story with a gap, guided imagery and force field analysis (see Wollenberg et al., 2000, p17). This manual describes key points and/or concepts that need to be reflected upon, if participatory methods are adopted for Future Scenario building.

Community participation: In developing Future Scenarios in community-based forest management in the tropics, we talk about the need for community participation in developing these scenarios. To discuss community participation, it is important to clearly define “community” and “participation”. The terms ‘community’ and ‘participation’ have attracted varying definitions and interpretations – they mean different things to different people and are used differently in varying situations. It is therefore important for us to agree on how we understand and use these concepts in our own context i.e. community-based forest management.

Community: There are three important criteria, which we need to consider when looking for a definition of the term community. First, the concept has a physical component. It implies a group of people living in a geographically defined area and interacting with each other. Second, the members of a community usually have a number of characteristics in common, which enable them to be defined as a group. These characteristics include, tribal origin, religion, culture, values and lifestyle. Third, a community should have a basic harmony of interest and aspiration. This means that members of a community are likely to have similar views of future development and visions for their community resource management.

It is worth highlighting to the training workshop participants that even the most clearly defined communities, however, are not homogenous or free from internal conflict and disunity. In all communities, there are individuals and interest groups with different, and often competing or conflicting aspirations and objectives. The implication of this is that as development workers, we cannot assume that all members of the community share the same views about future development in the area or are likely to benefit equally from it. When undertaking Future Scenarios activities, we should take this into consideration. That is, how do we develop a common Future Scenario when there are different stakeholders with different interests in the
use and management of community forests?

**Participation:** The meaning of participation varies depending on who uses it, to what end, where, when and how. Chambers (1992), a key figure in the development and spread of participatory approaches such as participatory rural appraisal (PRA) identifies three main ways in which participation has been used:

- As a **cosmetic label** – to make whatever is proposed appear good.
- To describe a **co-opting practice** – to mobilise local labour and reduce costs.
- To describe an **empowering process** which empowers local people to do their own analysis, to take command, to gain confidence, and to make their own decisions.

Chambers (1992) advocates for the third use of the concept of participation, i.e. an empowering process. Most development workers agree that empowerment is key to the sustainability of projects and this may result in:

- A sense of ownership on the part of the core stakeholder group.
- Increased commitment to the outcome and objectives.
- Longer term social sustainability.
- Empowerment of the target group.

Ultimately participation is about power: the power to make one’s own decisions. In development it can be defined as the organised effort on the part of women and men and marginalized groups to increase control over resources and structures/organisations.

**Why do we use participatory methods?**

Participatory approaches are crucial for working effectively with rural people and here is how Future Scenarios fit in the approach:

- Participatory methods help us identify relevant stakeholders who should participate in Future Scenarios development (i.e. identify relevant sub-groups with different needs, interests and aspirations).
- The methods have been used as **empowerment, awareness and planning tools.** It is important to identify appropriate methods
to use with various stakeholders, appropriate materials as well as formulating a relevant Future Scenarios question for various stakeholders.

Below are suggested step in using participatory methods for Future Scenarios.

Challenges that may be faced in using participatory methods

While it is important to use participatory methods, there are challenges to be faced when using this approach. The challenges that may be faced in using participatory methods in Future Scenarios will vary depending on a number of factors that include context, type of Future Scenarios developed, objective of the scenario building process etc.

Some challenges that have been experienced are presented below.

- It is a lengthy process – participatory activities may be time consuming. For instance, in southern Zimbabwe, the full visioning exercise (process) took about three days for some villagers (Wollenberg et al., 2000:23).
- Participatory methods may not work for every stakeholder or scenario question. Thus use your best judgement all the time.
- May be less appealing to the more ‘scientifically oriented’ groups expecting technical sophistication.
- Translation of key terminology to local language may be difficult.
- There may be some people dominating the process e.g. leadership or the elite. Care needs to be taken that stakeholders’ power relationship do not bias who has a say in the Future Scenarios exercises.
- If the participatory process is rushed or seen as providing shortcuts, it may yield unreliable information. There is often need for triangulation to validate the information generated.
- Sometimes it may be difficult to find the ‘right team’ of experts to facilitate the process.
- The “We know, they don’t know” attitude of some field workers may limit the contributions of rural people.
- Participatory processes may raise expectations of community members, thus the scope of the project should be clear from the beginning of the process.
What next after the Training

In the last exercise conducted at the Bolivia workshop the trainers asked the participants to reflect on the future use of Future Scenarios in their work. This exercise is important in that it encourages the workshop participants to discuss how they plan to use Future Scenarios methods in their work. Examples from the Bolivia training workshop on how participants would use Future Scenarios in their work are presented in Box 8.

It is important to undertake this exercise towards the end of the training workshop, as it will encourage participants to imagine how they will use the method in their work. The workshop participants can identify key steps they will need to cover while preparing to incorporate the scenario method in their work. This exercise may help them reflect on who will they be working with? What are the stakeholders in terms of needs and capabilities? How should the training workshop participants prepare for the targeted stakeholders? Such an exercise may help bridge what participants have learned from the workshop and the experience with their normal work.
Box 8: Envisioning future applications for scenarios methods by Bolivian workshop participants

In this exercise, the trainers wanted to encourage workshop participants to discuss how they planned on using scenarios methods in their work. The trainers also wanted to review the methods for generating scenarios. It is easy to explain what a Future Scenario is, however it is much more difficult to actually understand how to generate a scenario and document these initial visions for later analysis. Therefore, a visioning exercise was used to enable participants reflect on how they were going to use scenarios after the training.

Participants were led through a guided imagery process. They were asked to close their eyes and think of a future point where they might use Future Scenarios. Participants were to think about their target audience, who are they, what are their characteristics, where would they meet? Focusing on this group, they were to imagine the possible objective of their scenarios exercise, what strategies would they need to generate the scenario, what methods would be required to facilitate the scenario building process, how would they assist the group to express and document their vision? Once they had finished this exercise we asked all the participants to take a couple of minutes to write their thoughts on note cards, then come to the front of the room and share their plan with the others. Here are a few examples:

“I would like to use the Pathway Scenario with the San Pedro community (TCO Tacana). Now that they are elaborating their PGMF (General Forest Management Plan) it will be useful to identify what they expect from this plan in the future, what changes they hope to see in their community and what benefits they hope to receive. We could see what strategies they should follow to reach these future objectives.”

“In the community Mamone I would like to do a Future Scenario (vision). They are interested in elaborating a forest management plan and it would be good to use scenarios to identify some of the hopes of the community. Since most of the community cannot read or write it would be necessary to use appropriate methods. Also, I would probably use small group dynamics to stimulate greater participation by all members of the community (male and female).”

“I would like to create a Vision Scenario with the Santa Teresa TCO which is developing a forest management plan. One of the main problems will be the language barrier so we will need to take appropriate steps to develop a plan to facilitate the meeting.”

“I would like to use the Pathway method to help the Salvatierra community evaluate social, ecological and economic aspects of their forest management plan. It will be necessary to facilitate small group activities to encourage greater participation. I think the “Hunter” game would establish an entertaining atmosphere to encourage more residents to participate. A great way to document the results will be to convert the results of the Pathway Scenario into a coloured drawing to be placed in the Cabildo (the communal house) so that all will remember their future plans and the strategies they have identified for reaching their goals. This way community members will be able to reflect on progress and always re-evaluate their strategies.”

“By applying the Pathway Scenario methods with women’s groups in the community Yotau, we could identify future actions to better integrate them into the forest management plan. This would best be done with both men and women, having them draw their vision of the future, their conception of the present and then paths that could be taken to reach their future goals. It will be necessary to incorporate translation into our plans for facilitating this meeting.”

Source: Nemarundwe et al., 2002.
References


The purpose of this manual is to help trainers in Future Scenarios facilitate training workshops for field workers who are keen to use these methods in their forest management projects. Future Scenarios are a diverse and flexible set of participatory methods. They can be used to help forest user groups and decision makers define clear unified objectives, identify opportunities or obstacles, or prepare strategies and action plans for alternate future situations. Future Scenarios can stimulate creative ways of thinking when the planning horizons are decades, complexity and uncertainty are high and people must work together to accomplish their aims. This manual aims to help trainers in their efforts and to promote the use of these methods in communal forestry activities worldwide.

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