GETTING IT RIGHT Support PowerPoint

IMPROVING INCLUSION IN MULTI-STAKEHOLDER FORUMS
HOW CAN WE ACHIEVE EQUITY IN MULTI-STAKEHOLDER FORUMS (MSFS)?
THIS TRAINING WILL HELP YOU TO...

1. Understand the importance of inclusion in MSFs.
2. Understand the barriers to inclusion for women, Indigenous Peoples and other under-represented groups.
3. Learn ways to improve inclusion in your MSF.
## TRAINING AGENDA

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics and activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Introductions, workshop goals, rules, documentation and logistics</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Session 1:</td>
<td>Definitions, key concepts and barriers to inclusion</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Session 2:</td>
<td>The tools and how to use them</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>Breaktime</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Session 3:</td>
<td>Practicing the tools in small groups</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Session 4:</td>
<td>Group presentations and reflection</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>Next steps and workshop evaluation</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
SESSION 1: DEFINITIONS, KEY CONCEPTS AND BARRIERS TO INCLUSION
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 have different names including platforms, processes, partnerships, sector working groups and networks. MSFs may meet one time or multiple times.
DEFINITIONS

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 MSFs organizers and proponents believed that their forums foster equity simply by inviting more under-represented actors to the table.¹ Why is that not enough?

¹ 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 127:104753
https://doi.org/10.1016/j.worlddev.2019.104753
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.

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.
KEY CONCEPTS

RBA RESPONSIBILITIES

How does an RBA change power relations in an MSF?

STRENGTHENING CAPACITIES OF RIGHTS-HOLDERS
- Awareness and information/knowledge (about rights, roles, responsibilities – resources and processes)
- Pressure from non-state and state actors to include women and Indigenous Peoples

COLLECTIVE ACTION
- Organizations/coalitions/networks
- Mobilization
- Collaboration/coordination – trust and reciprocity
- Negotiation/alliances
- Leadership

REALIZATION OF RIGHTS
- Ability to act upon rights to exercise/enjoyment of rights
- Information
- Resources
- Context conditions
- Characteristics of the rights-holder

DUTY-BEARERS

ENABLING ENVIRONMENT
- Processes and institutional arrangements
- Policy, institutions and legal structures (types and levels)
- Active presence of state and non-state actors at different levels

DEVELOPING/STRENGTHENING CAPACITIES OF DUTY-BEARERS
- Awareness of responsibilities and obligations
- Ability and realized obligation to protect, respect and safeguard rights

TRANSFORMATION
- Alliances and spaces for dialogue, disagreement, consensus and change
- Emphasis on social/reflexive learning – allow innovation
- Accessible and secure (not violent/conflictive)
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 from the decisions made by MSFs or be able 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, as 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.
There are various obstacles that women face that keep them from equitably participating in MSFs. Common ones include:

**Social norms**
Embedded social structures discourage or even prohibit women from speaking in groups, especially in front of men.

**Gender roles**
Women are often over-burdened with household duties, childcare and resource collection, leaving little time for meetings.

**Restrictions on mobility**
Women either cannot travel because of household demands or lack of resources, or men will not let them. Lack of access to technology prohibits online engagement.

**Low literacy and education levels**
Lack of information and capacity keep women from engaging in the issues and undermine their confidence.

**Low confidence**
Women stay silent through fear, even though they have important knowledge and opinions.
BARRIERS THAT AFFECT INDIGENOUS PEOPLES

Lack of resources
to travel or access the internet preclude their participation.

Rights
to participate are not recognized.

Cultural differences
in meetings present barrier.

Lack of respect
and value for Indigenous knowledge and perspectives marginalize their influence.

Exclusion
from official commissions limits their attendance.
ACTIVITY: BARRIERS TO INCLUSION

1. **Consider this question:**
   *Who are the under-represented groups that your MSF should include?*

2. **Think about the question** — as an individual or in small groups — and write down the barriers that you think each group might encounter.

3. **Now,** take turns sharing one barrier, picking one that has not yet been named. Make a list in front of the group. Continue taking turns until the list seems complete.

4. **Discuss:**
   - *Are the barriers the same or different among women and other under-represented groups?*
   - *How is group identity important?*
   - *What about intersecting identities, such as a woman who is a member of an Indigenous group: how is her experience unique?*
   - *What barriers have you personally experienced?*
   - *Are these barriers that MSFs can address, wholly or partially, or are other actors needed?*
SESSION 2:
THE TOOLS AND HOW TO USE THEM
TWO TOOLS TO OPERATIONALIZE INCLUSION

The tools were developed by analyzing multi-stakeholder initiatives around the world. The research identified success factors for social inclusion.

Review 155 articles about a range of multi-stakeholder initiatives
Pull out the success factors that helped promote inclusion
Synthesize and group the success factors

Build practical, flexible monitoring tools to promote inclusion
Interview 61 local, national and global practitioners
The success factors identified in the research were organized into five goal areas, or action arenas, where MSFs can work.

**THEORY OF CHANGE**

**LONG-TERM GOALS**

**FOCUS ON IMPACT**
- (empowerment/ transformation goals in larger society)

**SHARED ACTION ARENAS**
- (MSF has influence, but less control)

**ENHANCE CAPACITIES**
- (speaking/communication/ organization skills, nested structures)

**STRENGTHEN COLLECTIVE ACTION**
- (strengthening of social networks, organizations, coalitions, trust)

**ORGANIZE FOR INCLUSION**
- (facilitation, mobility, childcare, safety)

**IMPROVE INFLUENCE**
- (representation, speaking time, setting the agenda, executive committee, addressing constraining social norms)

**SHORT-TERM GOALS**

**MSF ACTION ARENAS**
- (MSF has more control)

**Tool to Unpack the capacities**

**Tool to Mobilize the structures**

Two tools were developed to help MSFs reach short-term and mid-term goals.
Tool 1: Mobilize the structures supports MSFs in setting gender and social inclusion goals.

Tool 2: Unpack the capacities provides a structured way to assess an MSF for capacity opportunities and gaps. It helps build strategies to address inequalities.

For each opportunity or gap, create an action to address it. Assign: who, when and how will they do it?

Make an action plan:
- For each opportunity or gap, create an action to address it.
- Assign: who, when and how will they do it?

Monitor:
- Review progress regularly with stakeholders.
- Adjust the actions as needed.

Analyze the structures:
- Identify right-holders and duty-bearers.
- Analyze structures hindering inclusion.

Operationalize:
- Set inclusion goals with your stakeholders.
- Define and implement specific actions with your stakeholders.

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, where the methods are revisited, adjusted and adapted repeatedly over time.

Analyze the capacity opportunities and gaps:
- Review the success factors for ideas.
- Make a list of constraints and success factors with your stakeholders.

Review progress regularly with stakeholders.
- Adjust goals and actions as needed.

Review progress regularly with stakeholders.
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.
STEP 1

Identify the rights-holders and duty-bearers in the issues your MSF engages with:

- 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?

<table>
<thead>
<tr>
<th>Key rights-holders</th>
<th>Key duty-bearers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ANALYZE THE STRUCTURES**  
(CONTINUATION)

### STEP 2

Analyze the structures that challenge or contribute to inclusion.

- Review the responsibilities of rights-holders and duty-bearers.
- 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?

### RIGHTS-HOLDERS

**STRENGTHENING CAPACITIES OF RIGHTS-HOLDERS**
- Awareness and information/knowledge (about rights, roles, responsibilities – resources and processes)
- Pressure from non-state and state actors to include women and Indigenous Peoples

**COLLECTIVE ACTION**
- Organizations/coalitions/networks
- Mobilization
- Collaboration/coordination – trust and reciprocity
- Negotiation/alliances
- Leadership

**REALIZATION OF RIGHTS**
- Ability to act upon rights to exercise/enjoyment of rights
- Information
- Resources
- Context conditions
- Characteristics of the rights-holder

### DUTY-BEARERS

**ENABLING ENVIRONMENT**
- Processes and institutional arrangements
- Policy, institutions and legal structures (types and levels)
- Active presence of state and non-state actors at different levels

**DEVELOPING/STRENGTHENING CAPACITIES OF DUTY-BEARERS**
- Awareness of responsibilities and obligations
- Ability and realized obligation to protect, respect and safeguard rights

**TRANSFORMATION**
- Alliances and spaces for dialogue, disagreement, consensus and change
- Emphasis on social/reflexive learning – allow innovation
- Accessible and secure (not violent/conflictive)
Set inclusion goals with your stakeholders. Review the five goal areas where the capacities of rights-holders and duty-bearers can be strengthened.

Define specific strategies with your stakeholders. For each of the goal areas, set the targets, identify strategies and monitor progress.

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZE FOR INCLUSION</td>
<td>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.</td>
</tr>
<tr>
<td>ENHANCE CAPACITY</td>
<td>Three preparation workshops will be provided to all participants to develop their speaking skills. Sufficient funding is allocated to support inclusion activities.</td>
</tr>
<tr>
<td>IMPROVE INFLUENCE</td>
<td>At least 50% of the MSF’s executive committee will be women.</td>
</tr>
<tr>
<td>STRENGTHEN COLLECTIVE ACTION</td>
<td>Four local women’s organizations will be highlighted and representatives from them will be moderating general discussions.</td>
</tr>
<tr>
<td>FOCUS ON IMPACT</td>
<td>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.</td>
</tr>
</tbody>
</table>
Monitoring provides accountability and the opportunity for group learning.

Step 5:
• Review progress regularly 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 with the executive committee and key rights-holders to discuss monitoring results. Revisit strategies and goals as needed.

MAKE MONITORING INCLUSIVE TOO

Gender Avenger Tally is an interactive app to monitor in real time how much speaking time women, men and other groups get in meetings. https://www.genderavenger.com/tally

Scorecards provide visual ways of seeing if you are meeting your goals. https://www.seaf.com/womenseconomic-empowermentand-gender-equality/gender-equality-scorecard/

Interactive surveys and polls can collect information from stakeholders before, during and after the MSF. Try http://Mentimeter.com or a WhatsApp poll.

Stoplights are a simple and visual way of asking people to rate progress green (yes, implemented, in place), yellow (somewhat, some progress, not fully in place), red (no, no progress, not in place).
**TOOL 2: UNPACK THE CAPACITIES**

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

**Context:** Enhancing the 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:** During MSF planning and implementation.
TOOL 2
ANALYZE THE CAPACITY OPPORTUNITIES AND GAPS

STEP 1
Review the checklists of success factors and constraints as a starting point. 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 and sometimes are even in conflict.

Some success factors may apply to rights-holders and others to duty-bearers. Be sure to distinguish between them in your notes.

Activity:
Take 5-10 minutes to skim the checklists. Each person writes one that applies to her/his MSF on a card. Post it on the wall. (See Handout 2)

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Success Factor</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing for inclusion</td>
<td>Women have mobility and resources to travel and engage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There may be additional factors you want to add for your own context.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The checklists may apply to other groups too.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review both lists — women and Indigenous Peoples — because they have different areas of focus and sometimes are even in conflict.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some success factors may apply to rights-holders and others to duty-bearers. Be sure to distinguish between them in your notes.</td>
<td></td>
</tr>
</tbody>
</table>
### TOOL 2
**ANALYZE THE CAPACITY OPPORTUNITIES AND GAPS**

#### 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.

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

<table>
<thead>
<tr>
<th>Organizing for inclusion</th>
<th></th>
<th></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a clear understanding of expectations and conditions from the beginning, regarding decision-making authority, fiscal matters and schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is acceptance of the value and legitimacy of Indigenous knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is successful navigating, coordinating and understanding of multiple knowledge systems: traditional practices, government regulations, and international scientific and management expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops and information meetings are held in the local languages or translation is available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision-making procedures do not marginalize minority groups (e.g. voting by majority rule)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-tiered decision making organization and nested governance structures are used to broaden participation, including use of working groups, sub-committees and planning tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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, rights to traditional knowledges that are removed from lands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Peoples are equitably represented among the speakers, panels, experts, moderators and executive committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are preparatory and intersessional meetings by Indigenous Peoples organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Indigenous Peoples’ council is formed specifically to have a voice in natural resource issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 failings by agencies/governments to honor their commitments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is sufficient time for Indigenous Peoples to negotiate conditions for participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a process for resolving conflicting interests and traditions of governance that have led to frustrations with the rules of participation and deliberation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is sufficient time, resources and expertise to work successfully in cross-cultural environments and in remote areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each “red” or “yellow” factor, 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?

<table>
<thead>
<tr>
<th>Capacity opportunity or gap</th>
<th>What can be done?</th>
<th>Who has responsibility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women have mobility and resources to travel and congregate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, and how will we address them?

Adjust the checklist.

• Review the checklist with stakeholders and discuss. Questions can be as simple as, “How are we doing?”
• Revisit and revise goals and strategies.
• Validate with stakeholders.
SESSION 3:
PRACTICING THE TOOLS IN SMALL GROUPS
GROUP WORK

**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 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 three:**
Create action plans
- One group of 3-6 people.
- Review the constraints and success factors on pp. 40-41 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 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.
SESSION 4:
GROUP PRESENTATIONS AND DISCUSSION
GROUP PRESENTATIONS AND DISCUSSION

GROUP PRESENTATIONS
• Each group has 5-10 minutes to present.
• Allow 5 minutes for questions.
• Assign a notetaker.

DISCUSSION
• What was difficult to do in your group?
• What is the most important thing that you learned?
• What benefits and challenges would come from applying these approaches in real life?
CONCLUSION
CONCLUSION:

FROM TRAINING TO ACTION

DISCUSS
• What do you need to move forward?
• What are specific steps that your MSF should take next? (people, timeframes, locations, etc.)
• What follow-up should the facilitator(s) provide?

ADDITIONAL RESOURCES
• Getting it right: A guide to improve inclusion in multi-stakeholder forums https://www.cifor.org/knowledge/publication/7973
• How are we doing? A tool to reflect on the process, progress and priorities of your multistakeholder forum https://www.cifor.org/knowledge/publication/7796/
FROM TRAINING TO ACTION

**A**
DID WE ACHIEVE OUR LEARNING OBJECTIVES?

1. Understand the importance of inclusion in MSFs.
2. Understand the barriers to inclusion for women, Indigenous Peoples and other under-represented groups.
3. Learn ways to improve inclusion in context-specific MSFs.

**B**
WHAT WORKED DURING THIS WORKSHOP?

**C**
WHAT CAN WE IMPROVE FOR NEXT TIME?
Acknowledgments
The Getting it Right Training Course (Handbook and Support Powerpoint) was undertaken as part of the CGIAR Research Program on Policies, Institutions and Markets (PIM), led by the International Food Policy Research Institute (IFPRI), and the CGIAR Research Program on Forests, Trees and Agroforestry (FTA), led by CIFOR. We are grateful to Rights and Resources Initiative for supporting this research.