Forests in the Chittagong Hill Tracts: Local Issues and Potential Approaches

Stakeholder consultation workshop, 27th October 2011

Objective: *To obtain local perspectives on appropriate regional strategies in the CHT within a national REDD+ Roadmap*

Agenda			
Time	**Session**	**Speaker**	**Facilitator**
09:00	**Welcome and Introduction** *Rationale for the workshop, in the context of national REDD+ Roadmap process*	CHTDP	n/a
09:20	**What is Driving Deforestation and Forest Degradation in the CHT?** *Group work (see below)* *Objective: To reach consensus on the direct and root causes of deforestation and forest degradation in the region*	Ben Vickers, Harardhan Banik	TBA (5 required)
10:30	**Morning tea break**		
10.45	**Group work continued**		
11.15	**Group presentations and discussion**		
12.00	**Lunch**		
13.00	**Sustainable Approaches to Forestry in the CHT** *Objective: To identify existing and potential future tools and approaches to address the drivers of deforestation and forest degradation in the CHT*		
14.45	**Afternoon tea break**		
15.00	**Group presentations and discussion**		
15.45	**REDD+ Q+A** *Objective: To address pressing concerns about the impact of a national REDD+ process on the people and forests of CHT*	Ben Vickers, Harardhan Banik	TBA (from CHTDP, or local CSO)
16.30	**End**		

Facilitation Guide: Session 1

"What is Driving Deforestation and Forest Degradation?"

OBJECTIVES

At the end of the session participants will be able to:

- Identify the direct and underlying (or root) causes of deforestation and forest degradation.
- Identify and prioritize which 'causes' of deforestation and forest degradation must be considered when establishing forest management and protection strategies

MATERIALS

- Flip charts, Marker pens, Index cards, Glue or tape

TIME

- 2 hours

PREPARATION

- Write up three flip charts with a definition of 'Forest', 'Deforestation' and 'Forest Degradation' (see session support material).
- Photocopy sample Deforestation Root Cause Analysis for each participant (see Session Support Material). Distribute only if required (see below)

STEPS

1. Present a flip chart with the following definitions:
    - Deforestation
    - Degradation

   Make sure participants clearly understand the difference between forest degradation and deforestation.

2. Explain that direct causes of deforestation and forest degradation are often only symptoms of more complex, underlying causes or 'root' causes. Explain that gaining a full understanding of both causes of deforestation and forest degradation is important to develop a long-term and successful approach to forest management and conservation.

3. Break participants into small groups based on stakeholder type, for example:
    a. Local forestry officials
    b. Community members and small forest owners
    c. Media and civil society
    d. Elected representatives

   Explain the following small group work:
    - Each group is to clearly identify a geographical area that is currently being deforested or degraded – even if not all group members have intimate knowledge of the particular area, they should at least be able to provide input to the discussion.
    - Write the deforestation or degradation problem or issue on a card and place at the top of the flip chart (refer to Session Support Material to illustrate – Step 1).
    - The group is then to brainstorm the direct (or proximate) causes leading to deforestation or degradation. Each reason should be written on a card and placed below the main heading on the flip chart (Step 2).
    - Then, for each of the direct causes identified, the group should work 'downwards' by asking 'why this event or activity is happening'. At each level

participants should clearly identify the reason, or cause. These reasons need to be written on a card to help fully explore the 'roots' of the problem (Steps 3-10).
- Once the first direct cause has been fully explained, participants need to explore the second direct cause (Step 11) and so on.
- The group members need to continue to ask 'why' until the 'root causes' of the problem are identified.
- Due to time constraints each group may only be able to explore 3-5 'direct' causes.
- Finally the group members should connect all the index cards with lines that show the linkages between cause and effect. Remind participants to check their logic by repeating the process of asking 'why?' down through the levels of cause.

4. The facilitator will need to spend some time with each of the groups to ensure that the groups have understood the task and that their logic in asking 'why?' and responding is correct.
5. If groups are experiencing difficulty with the exercise, hand out copies of the sample 'Deforestation Root Cause Analysis' (see Session Support Material) to illustrate the 'problem tree'. If the exercise is going smoothly, distribute these copies only at the end of the session, to allow participants to compare their efforts with this abstract example.

Facilitation Guide: Session 2

"Sustainable Approaches to Forestry in the region"

OBJECTIVES
At the end of the session participants will be able to:
- Identify the existing approaches to forest management in the region
- Assess the relative strengths and weaknesses of these approaches in addressing the root causes of deforestation and degradation.
- Identify potential new, sustainable approaches to forest management in the region, in the light of the root cause analysis

MATERIALS
- Flip charts, Marker pens, Index cards, Glue or tape

TIME
- 1 hour

PREPARATION
- Session 1 is the preparation for this session

STEPS

1. Participants stay in their small groups from session 1
2. Put the completed flipchart from session 1 on the wall
3. Explain to the participants that they are now going to work back from the root causes of deforestation/degradation to identify potential solutions
4. Give participants 5 minutes to review the output of the previous session

5. Ask them to list the forest policy tools and approaches that are currently used in the region (e.g. social forestry, protected area, biodiversity corridor, commercial forestry concessions)
6. For the first identified tool/approach, compare with the first identified 'root cause' according to the session 1 results and ask:
    a. Does this tool/approach contribute to addressing this root cause?
    b. If yes, what are the key factors in success (look up the flowchart from the root cause to see which factors are affected by this tool)
    c. If no, what are the key blocks to success (look up the flowchart from the root cause to see which factors are not addressed by the tool)
    d. Proceed to the next root cause and repeat a to c.
7. Repeat step 6 for each identified tool/approach and record answers on a flipchart
8. Ask the group to consider what are the most common blocks to success of existing forest tools/approaches and list the key factors that any potential new tool/approach would need to ensure success.

TO CONCLUDE

1. When the small-group work is completed, ask each group to post their flip charts on the training room wall and then get all participants to walk around the room examining the other groups' outcomes.
2. Initiate a discussion with the following questions:
    - How does this activity help us think about the causes of deforestation and degradation?
    - What activities and mechanisms can be put in place to stop deforestation and forest degradation?
    - How does this activity help us to think about possible strategies to reduce deforestation and degradation?
3. Conclude that any forestry strategy must not only consider the obvious or apparent causes of deforestation and degradation, but also the underlying causes, which are generally institutionally entrenched in a county's economic and social systems.

COMMENT:
- The time provided for this exercise is quite short therefore care must be taken in clearly explaining the steps and purpose of the exercise.
- The root cause analysis tool (or problem tree) is useful for participants to explore and understand the context and interrelationship of the problems, and the potential impacts when targeting projects and programs toward specific issues.
- Many of the linkages will be based on assumptions. Areas where more information is required should be noted as the analysis is being conducted.

SESSION SUPPORT MATERIAL:

Flip Chart Definition

Deforestation

"The long-term or permanent conversion of land from forest to non-forest"

Degradation
"Changes within the forest which negatively affect its structure or function, and lower its capacity to supply products and services".