



TRAINING REPORT

AFoCO-FAO Joint Capacity Building Training on "Resolving Conflicts to Advance Sustainable Forest Management and Restore Landscapes"

17 - 22 November 2022 (Virtual)

29 November - 2 December 2022 (Face-to-Face Training)

Forest Literature House, Seoul, Republic of Korea

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ISBN 979-11-92009-43-8 (hard copy)

ISBN 979-11-92009-44-5 (electronic copy)

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Printed and published in the Republic of Korea
Asian Forest Cooperation Organization

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Notes to Readers

The report was prepared by the AFoCO Regional Education and Training Center for the AFoCO- FAO Joint Capacity Building Training on "Resolving Conflicts to Advance Sustainable Forest Management and Restore Landscapes" organized online (17 and 22 November 2022) and face-to-face (29 November- 2 December 2022) at Forest Literature House, Seoul, Republic of Korea.

The AFoCO Secretariat is grateful for the support and resources provided by participants of the Countries: Bangladesh, Bhutan, Brunei Darussalam, Cambodia, Indonesia, Kazakhstan, Republic of Korea, Kyrgyzstan, Mongolia, Nepal, Pakistan, Papua New Guinea, Thailand, Timor-Leste, and Viet Nam.

The data in the report were validated by participants of the AFoCO- FAO Joint Capacity Building Training on "Resolving Conflicts to Advance Sustainable Forest Management and Restore Landscapes". The views expressed in this report may not necessarily reflect the views of the AFoCO and FAO.

We sincerely thank:

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Mr. Muhamad Arif Bin Haji Selamat, Ms. Sotheavy Koh, Mr. Baiketayev Sayan,
Ms. Aizhan Rysmendeeva, Mr. Binod Singh, Ms. Theresa Wari, Ms. Sasima Aree,
Mr. Pascoal Barros Do Carmo, Mr. Nguyen Duc Thanh, Mr. Rozizan Maslin,
Mr. Aris Ristiyana, Mr. Abuov Azamat, Mr. Altangadas Janchivdorj,
Ms. Han Youngju, Ms. Lee Hansol, Prof. Park Misun,
Ms. Rejani Kunjappan, Ms. Nara Lee, Ms. Khin Nyein San,
Ms. Soozin Ryang, and, Dr. Yeongjoo Lee



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1. INTRODUCTION

Conflicts over forest resources limit the success of sustainable forest management initiatives such as forest and landscape restoration (FLR) efforts. They also impede inclusive and sustainable development that countries aspire for. Building sufficient human resources capable of effectively managing conflict by responding early and addressing the causes to turn conflicts into opportunities for positive change is therefore a priority.

The Asia-Pacific Forestry Commission and the third Asia Pacific Sector Outlook Study have highlighted the need to support and invest in regional and national capacity building on conflict resolution in forestry. In response to this, this training aims to strengthen the capacity of government officers and other key actors to address forest conflicts and provide the opportunity for exchanges and learning about experiences and best practices regarding conflict management in the region.

This training is hosted by AFoCO and FAO. Partners include the Consensus Building Institute (CBI) and the Center for People and Forests (RECOFTC). CBI is an organization with decades of experience helping leaders collaborate to solve complex problems with expertise in facilitation, mediation, capacity building, citizen engagement, and organizational strategy. RECOFTC strives for a future where people live equitably and sustainably in and beside healthy, resilient forests by the means of building capacities of communities, governments, civil society organizations, and companies so local communities can sustainably manage and benefit from their forests.

The training is implemented using a hybrid approach: online and face-to-face interactions. The online sessions were conducted via Zoom, while the face-to-face sessions take place in Seoul, Republic of Korea (ROK) hosted by AFoCO and FAO.

2. EXPECTED OUTPUTS AND DELIVERABLES

2.1 EXPECTED OUTPUTS

At the end of the training, participants are expected to:

1. analyze sources of conflict and the different ways to manage and resolve conflict in the forestry sector with specific focus on sustainable forest management and restore landscapes;
2. assess stakeholders' interests and develop stakeholder engagement strategies to manage and resolve conflict;
3. practice tools and approaches related to addressing conflict in specific case studies and an identified field site;
4. design a conflict resolution and consensus-building process for conflict situations in their own work contexts as part of action planning; and,
5. connect as a community of practitioners to learn and share experiences and best practices in conflict resolution to advance sustainable forest management and restore landscapes

2.2 EXPECTED DELIVERABLES

At the end of the training, there will be two main deliverables by the participants:

- An illustrated picture of a conflict case based on their own work context;
- A 6-months action plan of what they will do after the training

AFoCO RETC will publish the followings:

- Workshop Report, and
- Policy Brief

3. MAIN TRAINERS



Name: Rejani Kunjappan

Position: Senior Program Officer, Training and Learning

Affiliation: Regional Training Center for Community Forestry for Asia and the Pacific (RECOFTC)

Rejani started her career as a communications and language educator in various tertiary institutions in Malaysia. For the last 18 years, she has been involved in forestry, biodiversity conservation and natural resource management (NRM). Her current position is as Senior Program Officer and trainer/learning specialist at RECOFTC, where she oversees the development, design and delivery of RECOFTC's training and learning initiatives.

Her training and content development expertise covers RECOFTC's thematic areas of work such as community forestry, tenure rights, rights based approaches and social safeguards, forest based conflict management, forest governance, community based climate change adaptation and community based livelihood and enterprise development, leadership for landscape management. She also has experience in project planning and implementation, strategic development, capacity development and monitoring and evaluation of community based NRM initiatives in the region. Rejani holds a Master degree in Education from University Malaya and a Master degree in International Relations from International University of Japan.



Name: Misun Park

Position: Associate Professor

Affiliation: Graduate School of International Agricultural Technology (GSIAT), Seoul National University

Misun is studied forest science (BSc) and environmental education (MSc) at the Seoul National University, Republic of Korea. She gained a PhD in forest policy from University of Göttingen in Germany. Her research interests include governance and regime discourse and communication, policy strategies and instruments, policy integration, international cooperation and traditional knowledge in forest policy.

4. PARTICIPANTS' ANALYSIS

4.1 FORMATION ABOUT PARTICIPANTS

This training welcomed 19 government officials and forestry experts of national forest agencies in charge of addressing forest conflicts from 15 Countries in the Asia-Pacific Region. Those involved for more than five (5) years of serving the government were invited from the respective countries.

Table 1. Number of participants from the member countries

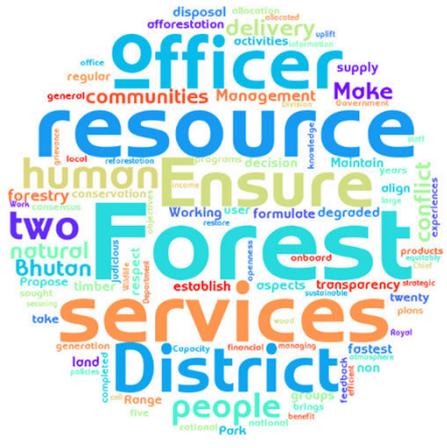
Sr.	Countries	No. of Participants	Female	Male
1.	Bangladesh	1	0	1
2.	Bhutan	1	0	1
3.	Brunei Darussalam	3	0	3
4.	Cambodia	1	1	0
5.	Indonesia	1	0	1
6.	Kazakhstan	2	0	2
7.	Republic of Korea	2	2	0
8.	Kyrgyzstan	1	1	0
9.	Mongolia	1	0	1
10.	Nepal	1	0	1
11.	Papua New Guinea	1	1	0
12.	Pakistan	1	1	0
13.	Thailand	1	1	0
14.	Timor-Leste	1	0	1
15.	Viet Nam	1	1	0
	Total	19	8	11

(Note: 19 participants who received the certificate of completion)

Table 2. Position of participants

Sr.	Affiliation	Number
1.	Head	1
2.	Divisional/Chief/Senior Forest Officer	4
3.	Vice Chief/Director, Assistant Inspector General	3
4.	Forestry/State Purchase Option/Policy and Plan Analysis Officer	3
5.	Main Expert/Leading Specialist	2
6.	Fellowship Official	4
7.	Assistant Program Officer	2
	Total	19

4.2 BACKGROUND KNOWLEDGE AND EXPECTATIONS

1. What you can bring to the training in terms of knowledge, skills, and experience on conflict resolution?	2. How you will use the competencies acquired in the training in delivering on your work responsibilities?
<p>Bangladesh</p>  <p>Made in wordc.net</p>	<p>Bangladesh</p>  <p>Made in wordc.net</p>
<p>Bhutan</p>  <p>Made in wordc.net</p>	<p>Bhutan</p>  <p>Made in wordc.net</p>

1. What you can bring to the training in terms of knowledge, skills, and experience on conflict resolution?	2. How you will use the competencies acquired in the training in delivering on your work responsibilities?
<p>Brunei Darussalam</p>  <p>Made in word.net</p>	<p>Brunei Darussalam</p>  <p>Made in word.net</p>
<p>Cambodia</p>  <p>Made in word.net</p>	<p>Cambodia</p>  <p>Made in word.net</p>
<p>Indonesia</p>  <p>Made in word.net</p>	<p>Indonesia</p>  <p>Made in word.net</p>

<p>1. What you can bring to the training in terms of knowledge, skills, and experience on conflict resolution?</p>	<p>2. How you will use the competencies acquired in the training in delivering on your work responsibilities?</p>
<p>Mongolia</p>  <p>Made in wordcloud.net</p>	<p>Mongolia</p>  <p>Made in wordcloud.net</p>
<p>Nepal</p>  <p>Made in wordcloud.net</p>	<p>Nepal</p>  <p>Made in wordcloud.net</p>
<p>Pakistan</p>  <p>Made in wordcloud.net</p>	<p>Pakistan</p>  <p>Made in wordcloud.net</p>

1. What you can bring to the training in terms of knowledge, skills, and experience on conflict resolution?	2. How you will use the competencies acquired in the training in delivering on your work responsibilities?
<p>Papua New Guinea</p>  <p>Made in wordc.net</p>	<p>Papua New Guinea</p>  <p>Made in wordc.net</p>
<p>Timor-Leste</p>  <p>Made in wordc.net</p>	<p>Timor-Leste</p>  <p>Made in wordc.net</p>
<p>Viet Nam</p>  <p>Made in wordc.net</p>	<p>Viet Nam</p>  <p>Made in wordc.net</p>

(Note: Responses were excerpted from information sheets submitted by Participants)

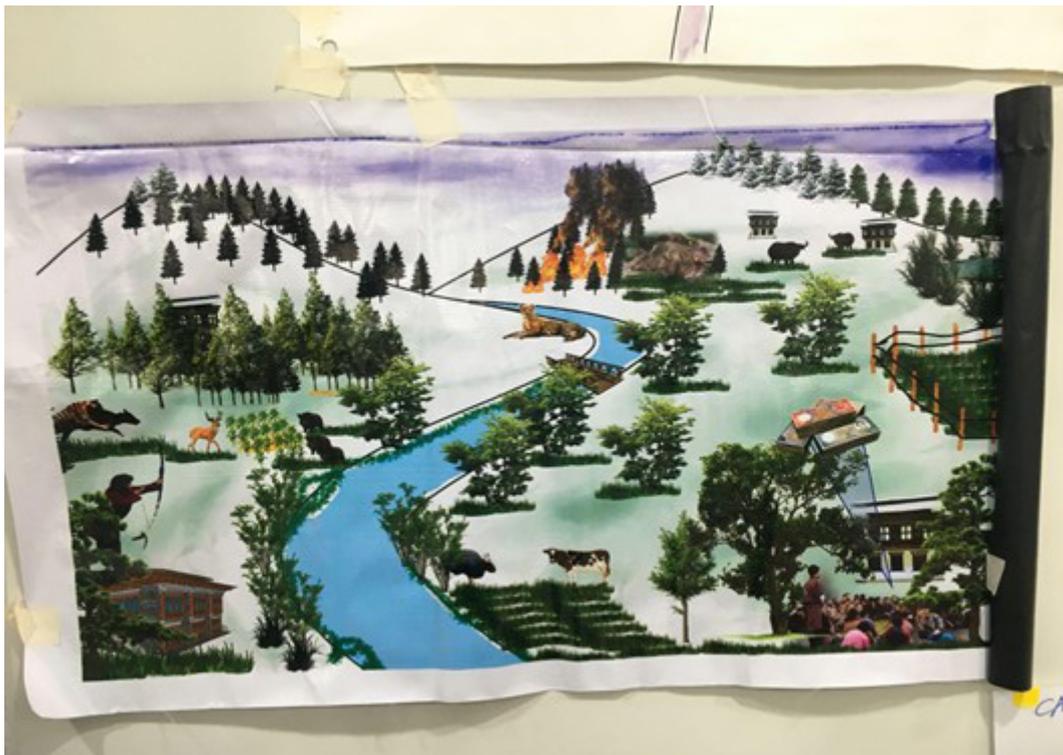
4.3 CONFLICT STORIES PRESENTED BY PARTICIPANTS

4.3.1. BANGLADESH



Presentation by Mr. MD Towfiqul Islam

4.3.2. BHUTAN

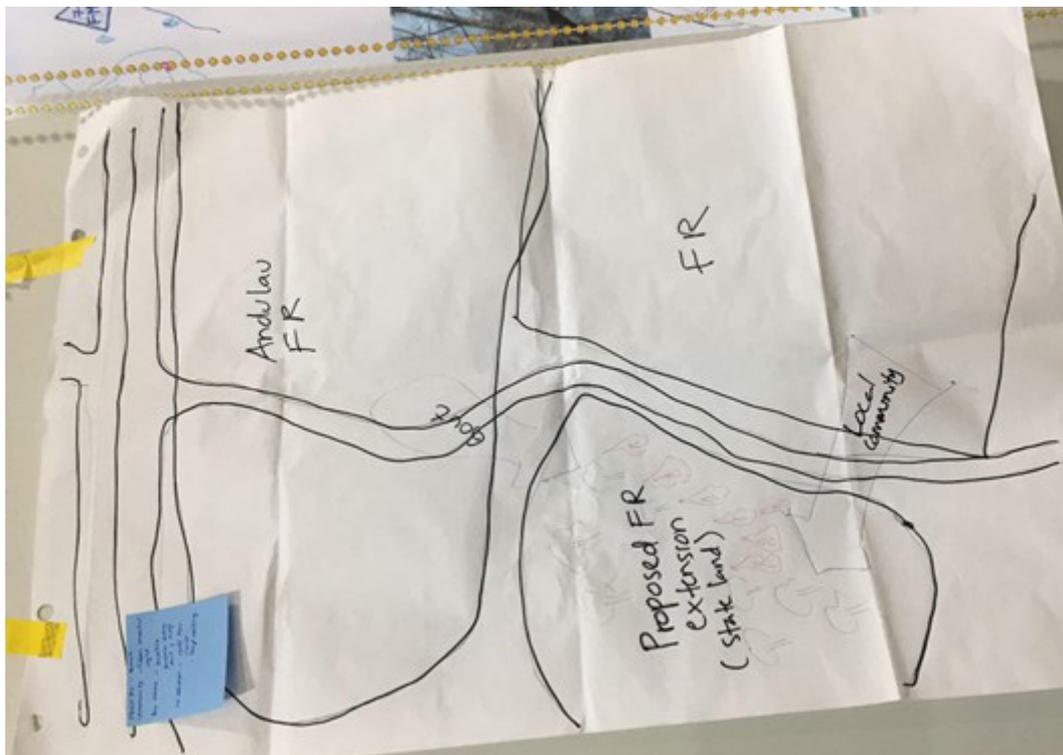


Presentation by Mr. Karma Leki

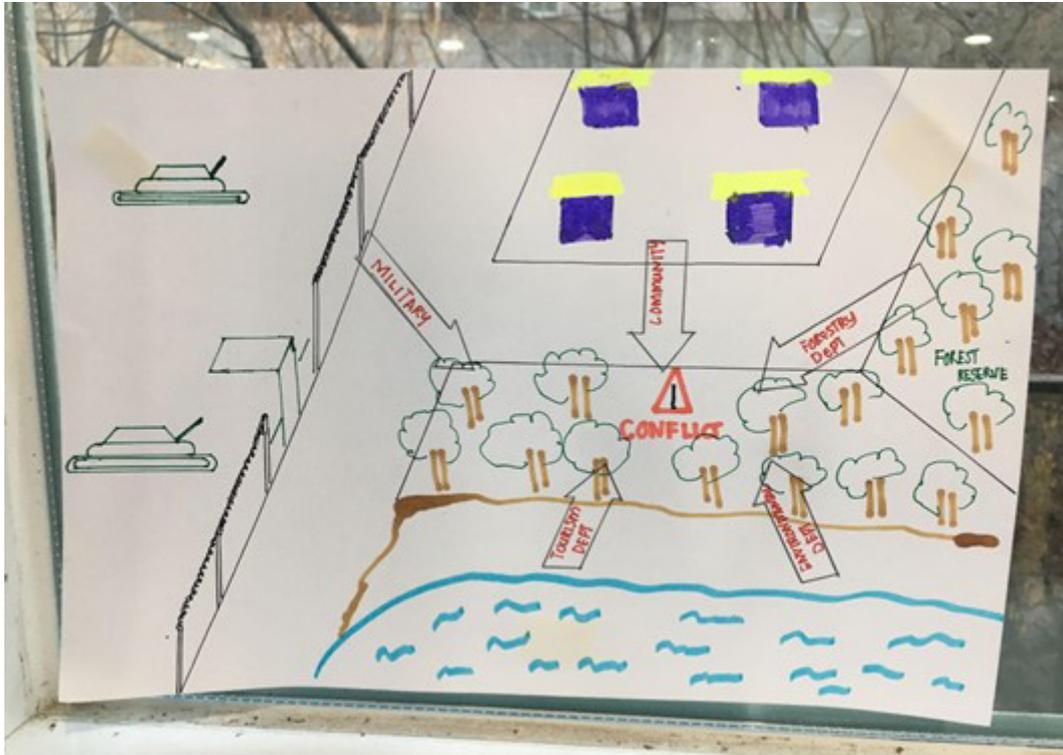
4.3.3. BRUNEI DARUSSALAM



Presentation by Mr. Pengiran Iskandar Pengiran Aliudin

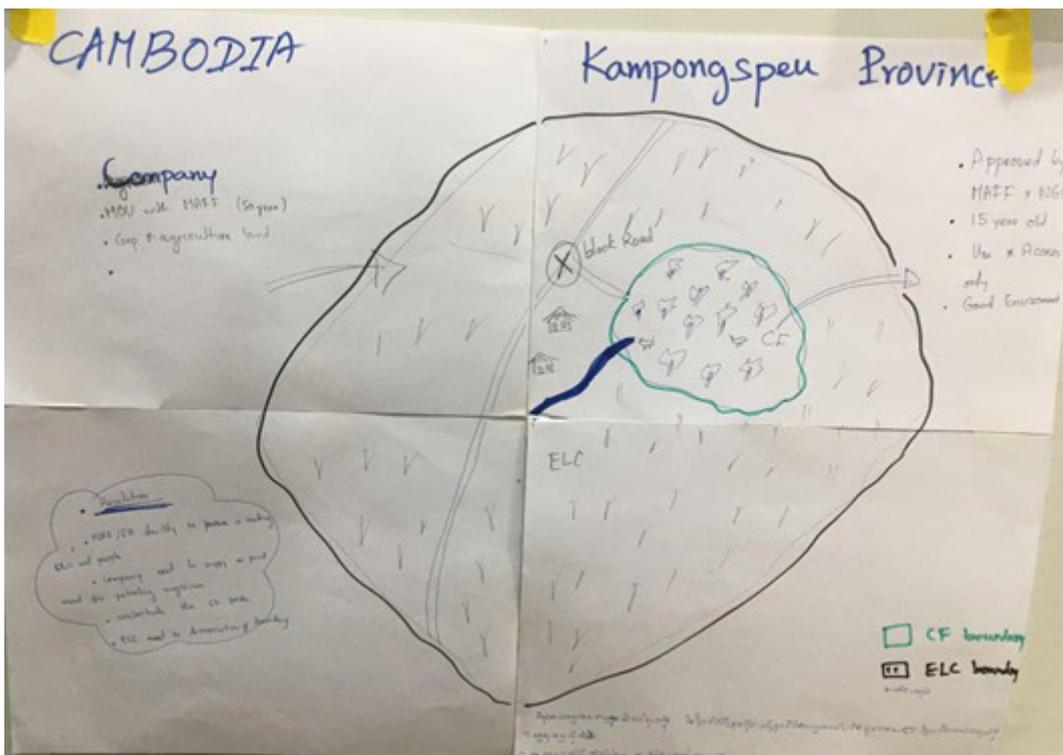


Presentation by Mr. Muhamad Arif Bin Haji Selamat



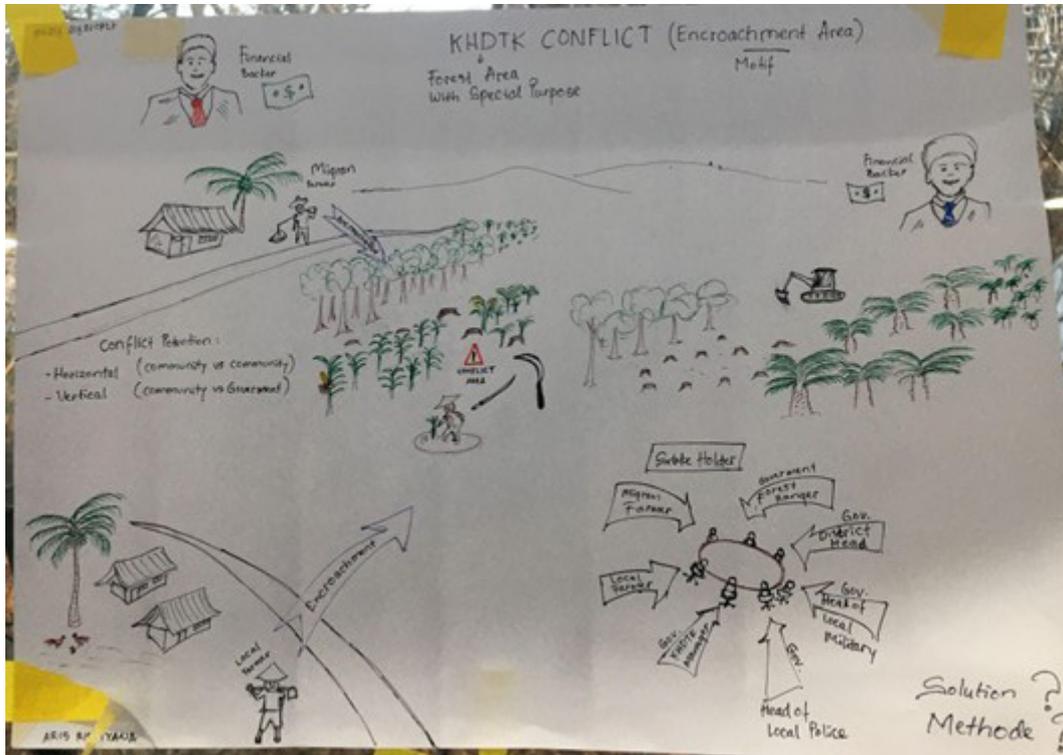
Presentation by Mr. Rozizan Maslin

4.3.4. CAMBODIA



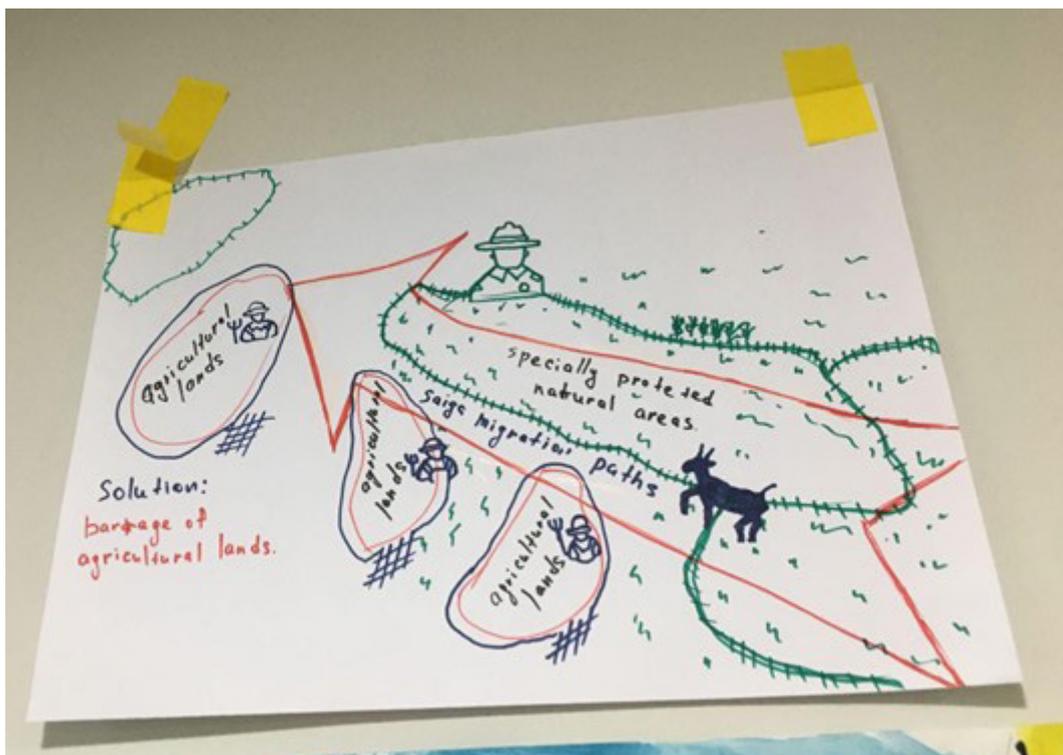
Presentation by Ms. Sotheavy KOH

4.3.5. INDONESIA



(Presentation by Mr. Aris Ristiya)

4.3.6. KAZAKHSTAN



Presentation by Mr. Abuov Azamat and Mr. Baiketayev Saya)

4.3.7. REPUBLIC OF KOREA



Presentation by Ms. Han Youngju



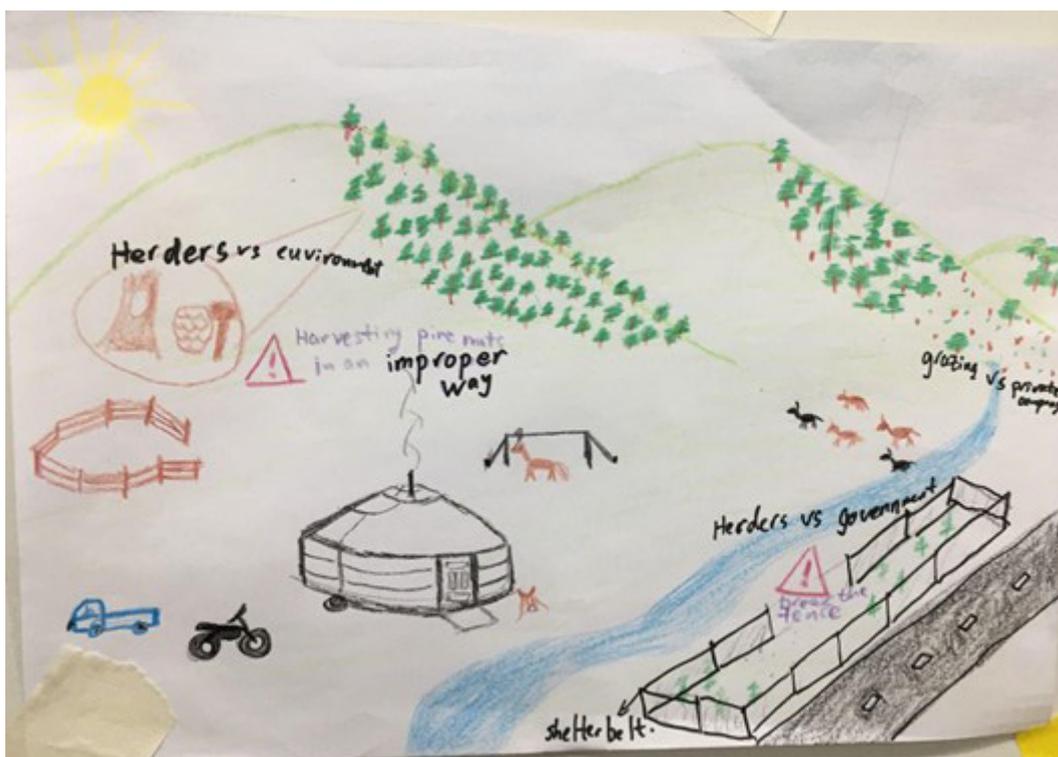
Presentation by Ms. Lee Hansol

4.3.8. KYRGYZSTAN



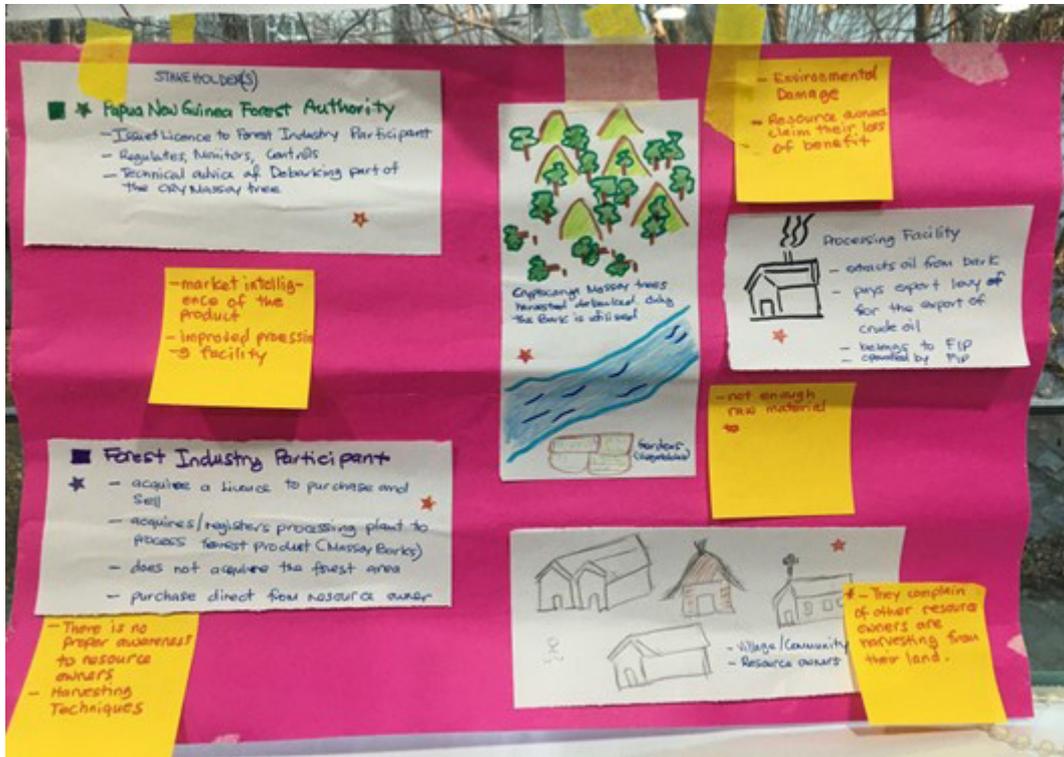
Presentation by Ms. Aizhan Rysmendeeva

4.3.9. MONGOLIA



Presentation by Mr. Altangadas Janchivdorj

4.3.10. PAPUA NEW GUINEA



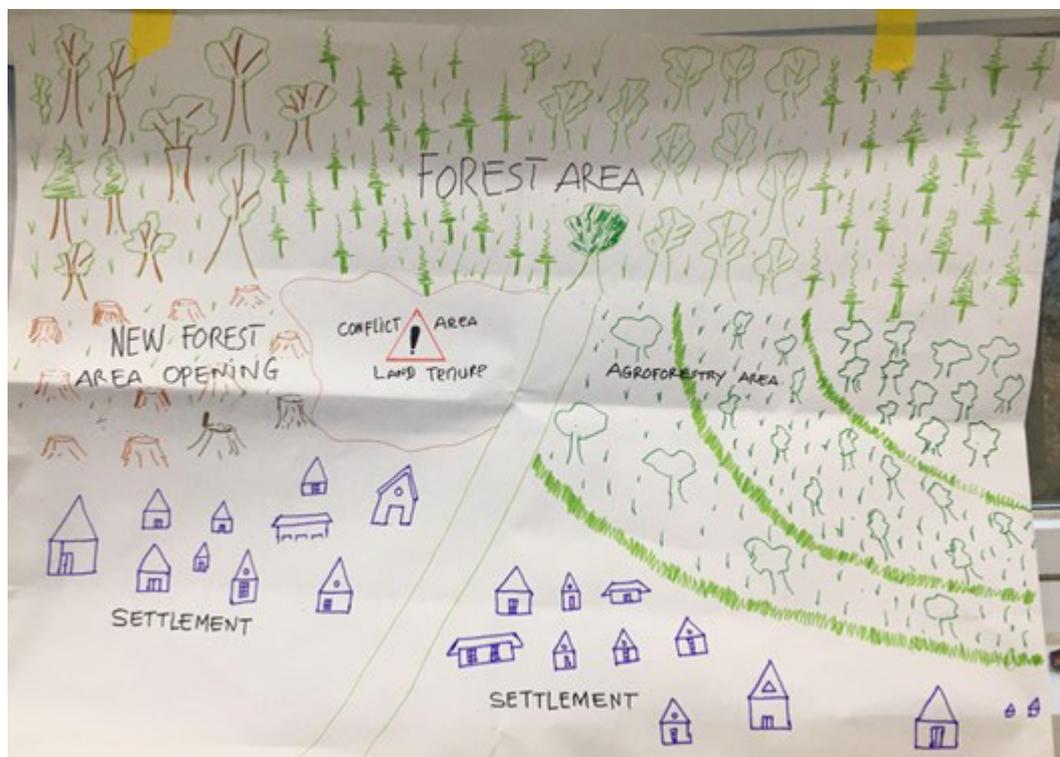
Presentation by Ms. Theresa WARI

4.3.11. THAILAND



Presentation by Ms. Sasima Aree

4.3.12. TIMOR-LESTE



Presentation by Mr. Pascoal Barros Do Carmo

4.3.13. VIET NAM



Presentation by Mr. Nguyen Duc Thanh

5. TRAINING AGENDA

Time (GMT+09, Seoul Time)	Day 1 Online 17 November (Thu)	Day 2 Online 22 November (Tue)	Time (GMT+09, Seoul Time)	Day 3 Face to face 29 November (Tue)	Day 4 Face to face 30 November (Wed)	Day 5 Face to face 1 December (Thu)	Day 6 Face to face 2 December (Fri)
11:00 - 13:15	<p>Session 0: Welcome address, introduction and course and training norms setting (include action planning)</p> <p>Session 1: Understanding Conflict and its Drivers</p>	<p>Daily reflection</p> <p>Session 2: Conflict Dynamics and Resolution</p>	10:00 - 12:30	<p>Daily reflection</p> <p>Welcome and introduction</p> <p>Presenting your conflict picture/ case pre-assignment</p>	<p>Daily reflection</p> <p>Session 5b: The Mutual Gains Approach to Negotiation (BATNA, interests, trust building)</p> <p>Session 7a: Field trip presentation</p>	<p>Session 9a: Field Trip</p>	<p>Session 9b: Group presentation and reflection of insights from field trip</p>
	Daily feedback	Daily feedback	13:30 - 17:00	<p>Session 3: Mapping Stakeholders</p> <p>Session 4: Stakeholder Assessment</p> <p>Session 5a: The Mutual Gains Approach to Negotiation (BATNA, interests, trust building)</p>	<p>Session 6: Building Consensus: Mutual Gains in Multi-issue, Multi-party contexts</p> <p>Session 8: Designing a conflict resolution process (cont.)</p> <p>Session 7b: Field trip preparation</p>		<p>Session 10: Seeking breakthroughs in high conflict situations</p> <p>Session 11: Action Planning</p> <p>Session 12: Wrap up Close</p>
	Daily feedback	Daily feedback		Daily feedback	Daily feedback		

6. FIELD TRIP INFORMATION NOTE

Forest Resource Use and Human Welfare

1 December 2022

Yangpyeong National Healing Forest

This handout is used as a guide for participants for getting to know more about field trip assignment, agenda, and relevant information of Yangpyeong National Healing Forest.

1. Learning objectives

At the end of this field trip, participants will be able to:

- Learn and understand good practices, lessons and experiences from multi-stakeholders' engagement and collaboration resolving conflict over land uses in the Yangpyeong National Healing Forest, located in Gyeonggi-do, Republic of Korea;
- Analyse conflicts and its dynamics as well as the key success and failure factors of conflict issues occurred at the Yangpyeong National Healing Forest by using tools and strategies learned from the training.

2. Overview agenda

DAY 5: 1 December 2022		
07:45 - 08:00	Meet at Hotel Lobby & get into car	Staz Hotel Myeongdong 2, Seoul
08:00 - 10:00	Travel to Yangpyeong National Healing Forest	
10:00 - 10:20	Activity 1: Introduction by Manager	Yangpyeong National Healing Forest
10:20 - 12:20	Activity 2: Participate in forest healing programs	Yangpyeong National Healing Forest
12:20 - 13:00	Activity 3: Interview with two groups of stakeholders	Yangpyeong National Healing Forest
13:00 - 14:00	Wrap up & Farewell	Yangpyeong National Healing Forest
14:00 - 16:00	Lunch	Yangpyeong National Healing Forest
14:00 - 16:00	Travel to Hotel	Yangpyeong National Healing Forest

Note: Program agenda is adjusted according to situations and contingencies in the field.

Important Note:

- Translation will be provided by the organizers.
- Masks should be used indoors all times during the training including the field trip.
- Follow the principles of do no harm while they are on the field trip; this includes recognizing the sensitivities of issues that will be discussed with community and other stakeholders, practicing COVID-19 protocols and being punctual to all activities planned by the organizers.

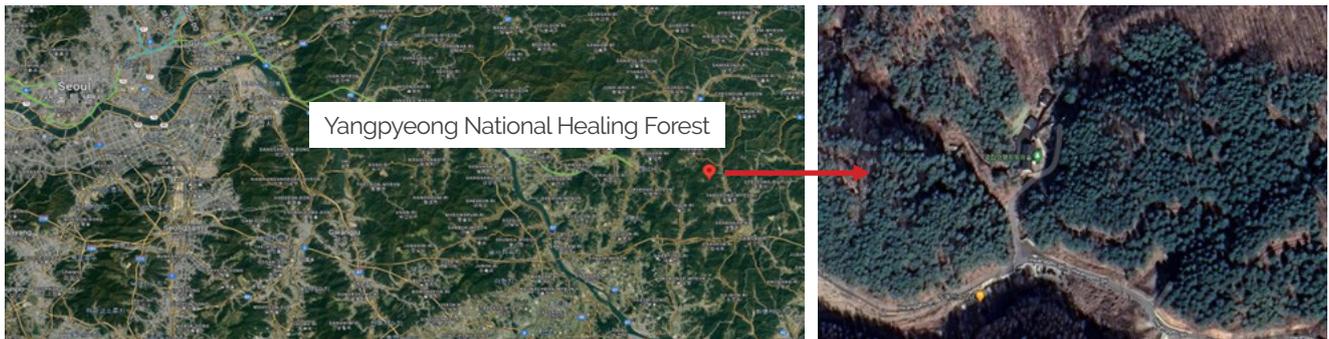
Important note: During the field trip, all participants will join indoor and outdoor forest healing activities at the field visit venue and then meet with relevant stakeholders. It is advised that you wear appropriate attire and bring personal essential items for the field trip in accordance with the weather conditions of Seoul, Republic of Korea in November, which will be around 1 to -3 degree Celsius.

3. Brief information on the field site

Background

Yangpyeong National Healing Forest, which is operated by the Korea Forest Welfare Promotion Agency, is a forest welfare organization that introduces forest-related healing activities to the general public. The site was created as "National Healing Forest" in 2014. The total area of the site is 626 ha, including health promotion center, log play forest, wooden decks, cabins and sauna where healing programs are operated. The site offers a two-hour program which costs 10,000 KRW per person for individuals and 8,000 KRW per person for groups.

(Website: <https://www.fowi.or.kr/user/contents/contentsView.do?cntntslId=142>)



Roots of the conflict

The Republic of Korea (ROK) is operating different forest based human welfare facilities nationwide to promote people's well-being and welfare based on sustainable forest management. Forest welfare facilities were designed to provide economic, social and emotional support for humans and include activities such as forest culture, recreation, forest healing and forest education. In the early 1980, ROK started the "Forest Bathing" concept, where people could do leisure activities and outdoor recreation. Until the early 2000s, forest recreation policies were centered on establishment of natural recreation forests to meet the demands of people. As the nationwide demand for forest based recreation became higher and diverse, ROK declared the forest vision of "Realizing the Age of People's Happiness through Forest Welfare" in July 2013 and enacted "Forest Welfare Promotion Act" in 2015. According to the act, the Korea Forest Welfare Institute (FOWI) was established as a public entity to provide high-quality forest welfare services to people.

Forest healing is one of the famous forest welfare facilities and it was legally defined as "an activity that enhances the body's immunity and promotes health by utilizing various elements of nature, such as scent and scenery" by Article 2 of the Forest Culture and Recreation Act of ROK. There are a total of 43 national & subnational healing forests operating in ROK and forest healing instructors were employed at each healing forest to provide forest healing activities for the people.

Although forest healing activities were popular and enjoyed by people, conflicts occurred between communities and FOWI. During the construction stage of Yangpyeong National Healing Forest, the following concerns were raised by the communities;

- Traffic issues caused by narrow roads with increased number of visitors
- Negative impact on the environment and landslides caused by the construction of the facility
- Low income in the community

To address the issues raised by the community, FOWI decided to work with the community by re-building roads for the community members, establishing facilities to prevent landslides etc and designed a joint project with the community members using local non-timber forest products made by the community and hiring local community members as forest healing guides etc.

4. Field assignment

In your assigned groups, consider the following questions:

1. What was the conflict resolution mechanism(s) that was put in place to address the previous conflicts in the area? Assess the effectiveness of the mechanism(s).
2. What are some of the current issues faced by the stakeholders in this area? How serious are the current issues? Do they have the potential to trigger new conflicts?
3. How are these new (and potential) conflict issues being managed? Is the conflict resolution mechanism(s) in place able to ensure that issues do not escalate into new conflicts?

7. SESSION SUMMARY AND OUTPUTS

7.1 Session 1: Understanding Conflict and its Drivers

Overview	This session introduces the background of the training and definition of conflicts to create a common language and framework for understanding conflict and what drives it.
Content	<ol style="list-style-type: none"> 1. Self-Introduction & Group Discussions 2. Introduction to pre-reading 3. Definitions and valuations of conflict 4. What drives conflict? 5. Approaches to conflict resolution
Descriptions	<ul style="list-style-type: none"> • Participants discussed two connection questions: (1) What is one conflict you have dealt with in your work? and (2) What were the 2-3 most important factors driving that conflict? • For the meaning of "conflict", the guiding questions were applied such as (1) When does a conflict exist? (2) When is conflict destructive? (3) When is it constructive? • Divergent understandings, interests, values, and/or identities; difficult relationships; power imbalances were introduced to understand the drivers of conflict. • Approaches to conflict resolution - power, rights, joint-problem-solving, transformation - were introduced.
Comment from Participants	<ul style="list-style-type: none"> • Many kinds of conflict from other countries, sometimes it's similar. • Listening to others' stories on several kinds of conflicts they are experiencing in their countries and work. • Difference of definition on disagreement, disputes, and conflicts. • Drivers of conflicts like unequal power, polarized values and identities, negative relationship, disagreement, the difference between dispute and conflict. • To solve problem/dispute/disagreement we should think about collaboration. • Conflicts are there in every field, concept note on conflicts, dispute. • Managing conflicts and identifying the drivers/factors. • Law and policies can make losers and winners. Because I thought it is one way to manage conflict in a collaborative way. • I learned the drivers of conflicts in some countries and learned about some terms related to conflicts like disagreement, polarized values. • Much of the conflicts in the forestry sector happened between government and local communities. But conflicts between government-government can also happen.

7.2 Session 2: Conflict Dynamics and Resolution

Overview	This session introduces basics for conflict resolution, including approaches to governance, transparency and participation, to understand the range of institutions and processes available to manage and resolve conflict, and how the challenges of conflict resolution change with different stages of a conflict's life cycle.
Content	<ol style="list-style-type: none"> 1. Group Discussion 2. Conflict dynamics exercise 3. Forest conflict case studies & different approaches to conflict 4. Resolving conflict: what drives parties' behavior? 5. Assignment for next session
Descriptions	<ul style="list-style-type: none"> • Participants discussed their professional experiences on factors helping their resolving conflicts. • A forest conflict case was introduced in three stages and highlighted different approaches to conflict: <ul style="list-style-type: none"> - Power-based: coercion and avoidance - Rights-based: advocacy and adjudication - Dialogue-based: negotiation and mediation • Structure, situation, attitudes and interactions shaped parties' efforts to resolve conflict.
Comment from Participants	<ul style="list-style-type: none"> • There is no complete and clear resolution that suits everyone's appetite. there always is a certain amount of trade-off occurring. • Interest based approach through collaboration is more appropriate to solve conflicts. Here behavior plays a very important role. • With big problem in the forest area in the short-time solution, it is still occurring especially in Indonesia currently • In conflict resolution efforts there is no single solution. Conflict resolution depends on the character of the conflict, the depth of the conflict and the complexity of the stakeholders involved. • The conflict can be resolved with win-win, win-lose or lose-lose solutions, depending on the complexity of the situations and also type of approach taken, and a certain amount of trade-off usually occurs. • The different conflict is a different way to resolve the problem. We have to find the real reason for the conflict, what people need but do not lose your mission also. I think it can be good for all. • Different behaviors plays an important role in conflict management and interest based, negotiation, and win-win is the best.

7.3 Session 3: Mapping Stakeholders

<p>Overview</p>	<p>This session introduces different approaches to deal with conflict behaviors, stakeholder mapping and development of stakeholder engagement strategy by doing group discussion and exercise.</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Conflict approaches 2. Ways for stakeholder mapping <ul style="list-style-type: none"> • Case studies: stakeholder mapping & engagement strategy • Pair discussion • Group presentation on stakeholder map and engagement strategy framework (with examples)
<p>Descriptions</p>	<ul style="list-style-type: none"> • Stakeholders.. <ul style="list-style-type: none"> - How do we deal with behaviors and decide on goals - who is involved, how they behave and what their interests? - How stakeholders are aligned with your goals? - How much influence they will have on your ability to achieve your goals - starting point for the development of a stakeholder engagement strategy? - How did you decide which stakeholder was the most important to engage and why? • Present the stakeholder engagement strategy framework and check the pros and cons of different levels of engagement. • Present the four groups of stakeholders - potential challenger, minor players, key ally, and potential ally - including engagement strategy. • Reflection: What of the 5 approaches was most common? Did you find the tool useful? Why? Was it challenging? Why? Can you use it in your own work? <div data-bbox="577 1115 1246 1615" data-label="Figure"> </div> <p style="text-align: center;">Group work: Stakeholder Mapping</p>

7.4 Session 4: Stakeholder Assessment

Overview	This session introduces tools to assess stakeholders by combining case studies
Content	<ol style="list-style-type: none"> 1. Stakeholder mapping and assessment tools 2. Ways to access 3. Important considerations in stakeholder assessment
Descriptions	<ul style="list-style-type: none"> • Assessment: <ul style="list-style-type: none"> -What did you learn when using the tool? -What are challenges in doing it? -What can you do to learn more about SHs? -Can you identify the engagement strategies? • Structures and tools to analyze stakeholders. • What is important when assessing? - representation, which tool, who does it, clear process everyone understands • Present focus - relationships, process and substance <div data-bbox="584 904 1241 1397" data-label="Image"> </div> <p data-bbox="730 1424 1094 1451">Group work: Stakeholder assessment</p>

7.5 Session 5: The Mutual Gains Approach (MGA) to Negotiation

Overview	This session focuses on Best Alternative To a Negotiated Agreement (BATNA) and important considerations in negotiation that could mutually gain.
Content	<ol style="list-style-type: none">1. What is negotiation?2. Things to considered in negotiation3. Role play exercise
Descriptions	<ul style="list-style-type: none">• Three things that need to be considered in negotiation - substance, process and relationship.• Case studies reading exercise and prepare task sheet.• Assign roles for group role play and reflections on the negotiation process.• Key learnings:<ul style="list-style-type: none">- MGA & BATNA- design processes <div data-bbox="571 840 1254 1350" data-label="Image">A photograph of a whiteboard with handwritten notes. At the top, it says '3 components to Negotiation & conflict resolution' in purple ink. Below this, three sticky notes are attached: a yellow one labeled 'Substance', an orange one labeled 'Process', and a green one labeled 'People relationships'. The notes are arranged in a triangular pattern.</div> <p data-bbox="667 1375 1161 1402">Group work: Mutual Gains Approach to Negotiation</p>

7.6 Session 6: Building Consensus: Mutual Gains in Multi-issue, Multi-party contexts

Overview	This session introduces the definition of consensus building by using case studies.
Content	<ol style="list-style-type: none"> 1. What is consensus building? 2. Mutual gain approach and consensus building 3. Case studies 4. Group discussion
Descriptions	<ul style="list-style-type: none"> • Clarification on consensus building definition. • Difference between MGA and consensus building. • Go through each of 6 steps with examples. • Assign groups and read the process together. • Group discussion: what was done well and what was not. • Participants shared in pairs the results of their template - what did well, what would do differently. • The challenges of consensus building process. <div data-bbox="568 837 1259 1352" data-label="Diagram"> <pre> graph TD A[Implement, Adapt & Learn] --> B[Assess potential] B --> C[Design & Decide on Process] C --> D[Clarify Facts & Opinions] D --> E[Seek Mutual Gains - negotiate] E --> F[Reach agreement] F --> A </pre> </div> <p data-bbox="667 1379 1161 1406">Group work: Mutual Gains Approach to Negotiation</p>

7.7 Session 7: Designing a Conflict Resolution Process

Overview	During this session, participants designs conflict resolution processes by applying previous session presentations, group discussions and assignments.
Content	<ol style="list-style-type: none"> 1. design a conflict resolution process 2. share own experience in conflict resolution 3. pitfalls in conflict resolution process
Descriptions	<ul style="list-style-type: none"> • Refer the stakeholders identified, issue/interest matrix, engagement strategy and see two steps of the consensus building process - design a process clarify any questions. • Use the set of questions shared to develop a conflict resolution process for the conflict you have experienced. • Share with a partner - get inputs from partner. • Pitfalls in designing process <div data-bbox="571 837 1257 1350" data-label="Image"> <p>The image shows two men in a workshop environment. One man, wearing a dark jacket and glasses, is leaning forward and handing a white document to another man standing opposite him. They are positioned between two blue folding chairs. In the background, a large projection screen displays a presentation slide with a yellow header and text in a non-Latin script. The room has large windows on the left showing trees, and various posters and charts are pinned to the wall on the right.</p> </div> <p style="text-align: center;">Group work: conflict resolution</p>

7.8 Session 8: Field Trip Presentation and Preparation

Overview	This session introduces background information on conflict management cases in ROK, explain about purposes of field trip and assignment during field trip.
Content	<ol style="list-style-type: none"> 1. Public participation and communication in conflict management 2. Field visit site information 3. Group assignments
Descriptions	<ul style="list-style-type: none"> • Share the groupings and decide on how they will coordinate themselves. • Prepare a set of questions to ask to answer the task. <div data-bbox="501 745 1324 1189" data-label="Image"> </div> <p data-bbox="790 1214 1034 1240" style="text-align: center;">Presentation of Prof. Park</p>

7.9 Session 9: Field Trip & Reflections

<p>Overview</p>	<p>Participants presents their findings/observations from field visit site and focus group discussions conducted during the field visits and discuss together on each presentation.</p>									
<p>Content</p>	<ol style="list-style-type: none"> 1. Group presentation on findings/observations from field visit 2. Discussions on each group presentations 									
<p>Descriptions</p>	<ul style="list-style-type: none"> • Prepare for presentation on field visit • Each group presents their findings. • Reflection of field visit based on the framework and concepts discussed in training. <div data-bbox="568 775 1254 1285" data-label="Image"> </div> <p style="text-align: center;">Stakeholders interview</p> <div data-bbox="568 1361 1254 1877" data-label="Image"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Background</th> <th style="width: 33%;">Findings</th> <th style="width: 33%;">Recommendation</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Staff: 8-10 ppl (low paid staff) ↳ rotate every 3 years • Voluntarily help local community (limited budget) </td> <td> <ul style="list-style-type: none"> • Conflict resolution mechanism ↳ good comm established between FOWI & local community ↳ Public hearing (construction period) ↳ the attitude of the employee ↳ regular meet meeting • High satisfaction from the center • No influx of international visitors </td> <td> <ul style="list-style-type: none"> • FOWI ↳ More income generation activities ↳ involvement of local community in forest input activities ↳ increase the assets of households </td> </tr> <tr> <td> <ul style="list-style-type: none"> • 70 people (nearest village) Age 50+ ↳ Senior population - retired • low income - economic activity: farming • high expectation from the center • closer to train station <p>local community</p> </td> <td> <ul style="list-style-type: none"> • Current issue • Income level of the community not meet increased • Inequality of income generation distance from the center • Job caution to the local community • Income generation </td> <td> <ul style="list-style-type: none"> local community ↳ Organize and raise their voices ↳ Share benefits on equity basis ↳ Transparency to be maintained between management </td> </tr> </tbody> </table> <p>Group 1: Arif, Rozizan, Binod, Aggie, Susana, Bikket & Subhany</p> </div> <p style="text-align: center;">Group work: Finds from field trip</p>	Background	Findings	Recommendation	<ul style="list-style-type: none"> • Staff: 8-10 ppl (low paid staff) ↳ rotate every 3 years • Voluntarily help local community (limited budget) 	<ul style="list-style-type: none"> • Conflict resolution mechanism ↳ good comm established between FOWI & local community ↳ Public hearing (construction period) ↳ the attitude of the employee ↳ regular meet meeting • High satisfaction from the center • No influx of international visitors 	<ul style="list-style-type: none"> • FOWI ↳ More income generation activities ↳ involvement of local community in forest input activities ↳ increase the assets of households 	<ul style="list-style-type: none"> • 70 people (nearest village) Age 50+ ↳ Senior population - retired • low income - economic activity: farming • high expectation from the center • closer to train station <p>local community</p>	<ul style="list-style-type: none"> • Current issue • Income level of the community not meet increased • Inequality of income generation distance from the center • Job caution to the local community • Income generation 	<ul style="list-style-type: none"> local community ↳ Organize and raise their voices ↳ Share benefits on equity basis ↳ Transparency to be maintained between management
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7.10 Session 10: Seeking breakthroughs in high conflict situations

Overview	This session focuses on plenary discussion between lecture and participants about key approaches in addressing high conflict situations.
Content	<ol style="list-style-type: none"> 1. Key observations from the field visit 2. Plenary discussions 3. 4 ways to achieve breakthrough
Descriptions	<ul style="list-style-type: none"> • Refer to the point in the field site case study where participants thought was an impasse in the conflict. • Reflect on what were the strategies that proved to be a breakthrough. • Group discussion on a field site case: The Before, After and what strategies were used to get to the after. • Plenary discussion especially on whether the participants see the key areas /approaches that can be taken to address sticky conflicts towards breakthrough. • Presentation on 4 ways to achieve breakthrough and the roles of each party. • Think own conflict cases and ways using the 4 ways and who should do it.

7.11 Session 11: Action Planning

Overview	During this session, participants develops action plans.
Content	<ol style="list-style-type: none"> 1. Action planning 2. Action plan presentation
Descriptions	<ul style="list-style-type: none"> • Share the template to do the action planning. • Ask participants to share. Record their plan in video. <div data-bbox="582 1384 1241 1881" data-label="Image"> </div> <p data-bbox="810 1906 1015 1933">Certificate ceremony</p>

8. SURVEY RESULT

After completing all sessions of the training, the participants filled out the questionnaire composed of the organization and preparation of the training, subjects, design, comparisons with other training, and opinions for the training.

8.1 ORGANIZATION AND PREPARATION

Based on the results of the questionnaire (Table 1), 42.9% of the participants strongly agreed that the organization of the training was appropriate, and 35.7% of them agreed to the same survey item.

Table 1. Organization and Preparation

Variable	Percentage (%)	
	Strongly Agree	Agree
The organization of the training was appropriate	42.9	35.7
I was well informed and kept updated before, during and end of the training	64.3	35.7
I was satisfied with the pre-arrangement of the organization	57.1	42.9

8.2 EDUCATIONAL ENVIRONMENT

Based on the results of the questionnaire (Table 2), 42.9% of the participants were very satisfied with the setting of Zoom during the online sessions and 50.0% of them were satisfied with the same statement. 28.6% of the participants were very satisfied with the venue, and 35.7% of them were satisfied with the same statement. 57.1% of the participants were very satisfied with the hospitality of the organizers and 35.7% of them were satisfied with the same statement.

Table 2. Educational Environment

Variable	Percentage (%)	
	Very Satisfied	Satisfied
Zoom setting (online sessions)	42.9	50.0
Venue	28.6	35.7
Hospitality of the organizers	57.1	35.7

8.3 COMPARISON WITH OTHER TRAINING

Relative to other training taken by the participants (Table 3), 100 % of the participants answered the overall quality of this training course was "much higher or higher". 85.7 % of the participants said that the level of intellectual challenge presented was "much higher or higher", and the participants who said "similar" was 14.3%. 92.9% of the participants said that the amount of effort participants put into this training was "high or much higher", followed by 7.1% who said it was "similar". 85.7% of the participants answered that the level of involvement/participation in this training was "much higher or higher", followed by 14.3% who said it was "similar". 92.8% of the participants answered that the amount of knowledge/information gained through this training was "much higher or higher", followed by 7.1% who said it was "similar". 78.5% of the participants said the usefulness of this training in terms of addressing conflict issues in work context was "much higher or higher", followed by 14.3% who said it was "similar". 92.9% of the participants said their confidence level to address conflict issues in work context is "much higher or higher", followed by 7.1% who said it was "similar".

Table 3. Relative to other training taken by the participants

Variable	Percentage (%)		
	Much higher	higher	Similar
The overall quality of this training	50.0	50.0	0
The level of intellectual challenge presented	7.1	78.6	14.3
The amount of effort participants put into this training	14.3	78.6	7.1
The level of involvement/participation in this training	28.6	57.1	14.3
The amount of knowledge/information gained through this training	21.4	71.4	7.1
The usefulness of this training in terms of addressing conflict issues in work context	21.4	57.1	14.3
The confident level to address conflict issues in work context after this training	14.3	78.6	7.1

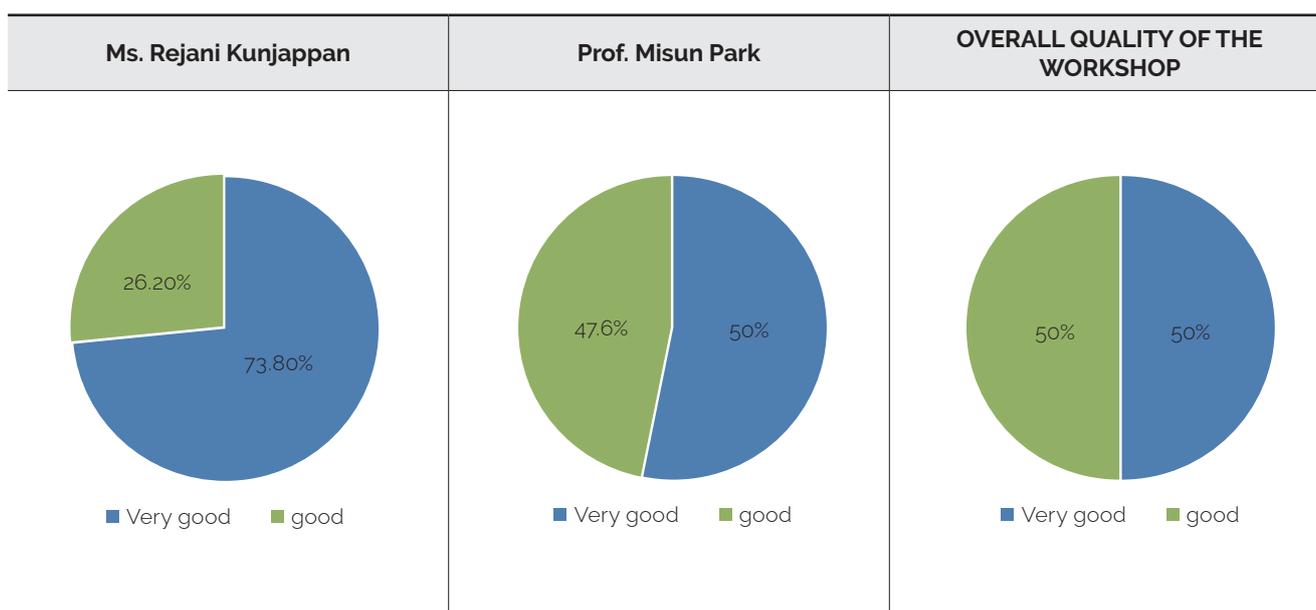
8.4 LECTURER EVALUATION

I. LECTURE Evaluation Elements

1. Helpful for work and self-improvement
2. Professionalism of Lecturer
3. Performance and attitude of Lecturer

II. LIST OF LECTURES

No.	Lecturer Name	Affiliation	Lecture
1.	Ms. Rejani Kunjappan	Senior Program Officer, Training and Learning Regional Training Center for Community Forestry for Asia and the Pacific (RECOFTC)	Session 1: Understanding Conflict and its Drivers Session 2: Conflict Dynamics and Resolution Session 3: Mapping Stakeholders Session 4: Stakeholder Assessment Session 5: The Mutual Gains Approach to Negotiation (BATNA, interests, trust building) Session 6: Building Consensus: Mutual Gains in Multi-issue, Multi-party contexts Session 8: Designing a conflict resolution process Session 9: Field Trip & Group presentation and reflection of insights from field trip Session 10: Seeking breakthroughs in high conflict situations Session 11: Action Planning Session 12: Wrap up
2.	Prof. Misun Park	Associate Professor Graduate School of International Agricultural Technology (GSIAT), Seoul National University	Session 7: Field trip presentation



9. RECOMMENDATIONS FROM PARTICIPANTS

Thank you notes:

- Thank you very much for having such an experience in Seoul. Please continue to invite us to have good knowledge and improve our knowledge in the forest sector. You did good.
- This was my first exposure for such training at an international level. It has been a great experience for me personally and for my work context I have gained more knowledge, information and experience from this training. Furthermore, on the same note, I have learnt of the different experiences from the different countries of the Asia region. I personally commend FAO, AFoCO and RECOFTC in facilitating this training. I look forward to attending more capacity building etc. training when given the opportunity. At this juncture, I would like to convey my sincere gratitude to the Republic of Korea for the great hospitality.
- It was an informative, interactive and useful workshop that required more time for learning.
- For me, even though the lectures and materials were very informative, I am not sure that I could handle the conflicts in the real workplace due to my position. For the further training, I hope we could learn and practice how to resolve the unbalanced power problems in the conflict situations.

Next workshop may be considered...

- Field visits and assignments
- Longer training sessions

Next workshop may include topics & resource persons...

- Stakeholder mapping
- Same resource person

10. LIST OF PARTICIPANTS

No.	Country	Name	Position	Affiliation
1.	Bangladesh	Mr. MD Towfiqul Islam	Divisional Forest Officer	Sylhet Forest Division, Bangladesh
2.	Bhutan	Mr. Leki Karma	Chief Forest Officer	Divisional Forest Office, Trashigang, Bhutan
3.	Brunei Darussalam	Mr. Pengiran Iskandar Pengiran Aliudin	Senior Forestry Officer	Forestry Department, Brunei Darussalam
4.		Mr. Muhamad Arif Bin Haji Selamat	Forestry Officer	Forestry Department, Brunei Darussalam
5.		Mr. Rozizan Maslin	Fellowship Official	Strategy & Outreach Team, Planning and Budget Division, AFoCO
6.	Cambodia	Ms. Sotheavy KOH	Vice Chief	Forest Demarcation, Registration and Forest land use office
7.	Indonesia	Mr. Aris Ristiyana	Fellowship Official	Implementation & Monitoring Team, Cooperation and Project Division, AFoCO
8.	Kazakhstan	Mr. Baiketayev Sayan	Main Expert	The Committee of Forestry and Wildlife, Ministry of Ecology, Geology and Natural Resources of the Republic of Kazakhstan
9.		Mr. Abuov Azamat	Fellowship Official	Development & Evaluation Team, Cooperation and Project Division, AFoCO
10.	Republic of Korea	Ms. Han Youngju	Assistant Program Officer	Operation and Resource Management Team, Planning and Budget Division, AFoCO
11.		Ms. Lee Hansol	Assistant Program Officer	Strategy & Outreach Team, Planning and Budget Division, AFoCO
12.	Kyrgyzstan	Ms. Aizhan Rysmendeeva	Leading specialist	Department of forestry ecosystems development, Forest Service, Ministry of Agriculture of the Kyrgyz Republic
13.	Mongolia	Mr. Altangadas Janchivdorj	Fellowship Official	Capacity Development Division, AFoCO
14.	Nepal	Mr. BINOD SINGH	Divisional Forest Officer	Division Office, Bara/Madhes Pradesh, Nepal
15.	Pakistan	Ms. Parveen Ejaz	Assistant Inspector General of Forests	Ministry of Climate Change
16.	Papua New Guinea	Ms. Theresa WARI	State Purchase Option (SPO) Officer	State Purchase Option (SPO) Branch, Forest Enterprises Directorate, National Forest Services, Papua New Guinea Forest Authority
17.	Thailand	Ms. Sasima Aree	Policy and Plan Analysis Officer	Forestry Foreign Affairs Office, Royal Forest Department
18.	Timor-Leste	Mr. PASCOAL Barros Do Carmo	Head	Department for Forest Utilization and Forest Products – DGFCIP
19.	Viet Nam	Mr. Nguyen Duc Thanh	Vice Director	Research Institute of Forest Industry, Vietnamese Academy of Forest Science

Asian Forest Cooperation Organization (AFoCO)

AFoCO is a treaty-based intergovernmental organization that is committed to strengthening forest cooperation and taking concrete actions to promote sustainable forest management and address the impacts of climate change.

AFoCO Regional Education and Training Center (RETC)

AFoCO RETC was established as a subsidiary organ of AFoCO to develop the capacities of member countries in dealing with forestry and related environmental issues. The RETC provides practical and problem-solving oriented training programs, training courses, and workshops to enhance the knowledge and skills of diverse participants including government officials from member countries, researchers, university students, and members of local communities, among others.

www.afocosec.org

International Tropical Timber Organization (ITTO)

ITTO is an intergovernmental organization promoting the sustainable management and conservation of tropical forests and the expansion and diversification of international trade in tropical timber from sustainably managed and legally harvested forests.

www.itto.int

AFoCO's Training Reports aim to highlight the findings of training activities and provide up-to-date knowledge and information on the topics discussed by participating Member Countries. The views expressed in this report do not necessarily reflect the views of the decision-making bodies of AFoCO or its Member Countries.
