Introductory Section
Session No. 1.1  
Time: 3 hours.

Background:

Participants of the training can represent different places and backgrounds, and are therefore unacquainted with one another. An environment familiar for participants as well as facilitators is essential to make the training programme participatory and more effective. As participants participated from different backgrounds and places, their experience related to the Community Forest (CF) may also vary; and so may their concept on CF contribution related to the poverty reduction. Their experiences will be discussed in the coming session, while this session will concentrate on introduction and interaction between the participants and facilitators exchanging experiences on poverty reduction through the CF.

Purpose:

To let participants know each other and exchange their experiences and knowledge on "Is the CF contributing to poverty reduction or not?"

Learning objectives:

At the end of the session the participant will be able to
1. Tell the name and address (District/VDC) of the participant.
2. Express their experience and opinion in poverty reduction through CF

Teaching-learning activities:

1. Describe the background and purpose of the session
2. Prepare for practicing
   a. Put the chairs or mat in circular form at the center of the training hall and request any three capable and suitable participants/other people to have three seats as guests.
   b. Sit with the guests to facilitate the process as a host
3. Announce the methodology (rules) of introduction clearly
   Rules for introduction
   a. Each participant by his/her turn will come to the mat placed at the center of the round-table setting and give his/her introduction covering the four questions mentioned in the following captioned box:
   b. Participants are encouraged to express his/her views on any one of the four questions due to time limitation. Guests can also express their views while introducing themselves. Participants should start speaking only after taking his/her seat on the mat, return to his/her seat to allow another participant to give the turn
4. Introduction and discussion
   Among the four questions listed below, paste the first question (meta-card) on the board
   a. Ask the participants if they have understood the rule of introduction. If not, first clarify it and let them sit at the center as per the rule, so that they introduce themselves and put their views on the stipulated questions turn by turn and go back to their own seat.
Request the helping friend to note down the participant's views and take note of his conclusion on the newsprint.

The introduction session will be over after having arranged the questions in sequence and getting the views on the related question and after having got introduced with one another.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the works done for poverty reduction through CF?</td>
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<tr>
<td>2. What is the reaction of the poor and marginalized class towards the CF?</td>
</tr>
<tr>
<td>3. What is the reason the resources provided by CF are not being mobilized for poverty reduction?</td>
</tr>
<tr>
<td>4. What should be done for poverty reduction through CF?</td>
</tr>
<tr>
<td>5. Discussion and ending of the session</td>
</tr>
<tr>
<td>- Ask: ‘After the introduction program, how you feel this method of the introduction? Why?’ So, it ends the session with the collection of the participant’s answers and telling the conclusion of the session to the participants and</td>
</tr>
<tr>
<td>- Thank the participants for their active participation.</td>
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</tbody>
</table>

**Materials:**

- mat/chair
- meta-card with the questions written thereon

**Guidelines for the facilitator:**

1. For the introduction, select three participants who you believe to have possessed the knowledge and personality good enough to give a clear vision on the subject matter. Calling these guests will be nice if the organizer introduces them impressively.
2. Each of the participants should come to the empty seat with self-introduction and express their opinions and then go back to their own seats, to allow another participant his/her turn. It continues in the entire introduction session.
3. It will be better to write clearly and stick the participants’ conclusion (on the all four questions) on the newsprint.
4. Do not forget taking feedback on the session from the participants.
Session No. 1.2
Time: 1 hour

Background:

Participants might have participated in other training programs earlier or involved in organizing training programs too. All are aware of the need for making the learning environment fruitful for the training, and honorable, even though not yet informed about the management aspect of the training. Therefore, this session aims at informing the participants about the management aspect, and formulating some rules, so that participants will be self-disciplined and help create a better learning environment for effective training, and manage their roles in a participatory way during the entire training period.

Purpose:

To provide managerial information, to set rules to be obeyed and determine the role to be played by each participant during the entire training period.

Learning objectives:

At the end of the session, the participant will be able to
1. Describe the facilities they get.
2. Be committed to obey the listed rules and role-play that the participant has prepared.

Teaching-learning activities:

1. Clarify the background and purpose of the session
2. Inform the management aspect of the training
3. Setting of the time table and rules
   a. Facilitating discussion with requesting for setting the timetable
   b. Questioning on "other necessary rules," and "any thing needed?"
   c. Facilitator should note the things raised by participants on a sheet of brown paper
   d. Make all participants read all the written rules thoroughly.
4. Role setting
   a. Forming a related committee for review, e.g., Management committee, Reporting Committee, Evaluation Committee, Quiz Committee, Extra Activity Committee
   b. Clarifying the role of each committee through mutual discussions.
5. Commitment
   a. If, at the end of this session, all the participants agree with the norm-setting, ask them to affix their signature on the picture of the heart that symbolizes their own hearts.

Materials:

The heart diagram
Guidelines for the facilitator:

The following points are recommended for preparing the rules:
- Make sure all participants have spoken, but turn by turn
  - Respect others’ opinions and ideas
  - Believe that we all are resource persons
  - Believe and make participants believe it the responsibility to make the training successful
  - Always obey the maintained rules
  - Share own experiences and do not be obsessed to show up the talent irrelevantly
  - Don’t waste the time in unnecessary, irrelevant discussions
  - Don’t whisper or distract by talking in small groups while sessions are taking place unless you are asked to do so.
Objective Presentation

Session No. 1.3
Time: 30 minutes

Background:

All participants have so far known that this training is conducted for the group service and they are participating for the same. By now, participants are almost convinced that they have to facilitate efforts for Constitution and Operational Plan Formulation or Revision of the group after the training. Now, it has been high time to apprise them of the training objective, so that the knowledge of the training objective will offer them a chance for preparing themselves on relevant topics. This session aims at conducting the training effectively.

Purpose:

To introduce the participant to the training objective

Learning objectives:

At the end of the session, the participants will be able to describe the training objectives.

Teaching-learning activities:

1. Describe the background and purpose of the session
2. Make objective presentation and initiate discussions
   - Display the brown paper with the objective written on it, by putting it at a visible, prominent place
   - Make the participant silently study the written objectives
   - Provide a chance of putting queries. Should there be any doubt on the presented objective, clarify and explain the fact through discussions.
   - Evaluation of the session
     - Evaluate the session by addressing the following issues:
     - Describe any three objectives of the training
3. Summary of the session
   Conclude the session by summarizing it.

Materials:

Brown paper with the objective written on it
(The objectives of the training are listed in the second page of this curriculum)

Guideline for the facilitator:
Session No: 1.4  
Time: 2 hours  

Background:

The training participants may be mostly familiar with the school teaching methods. They generally expect a direct answer to the question. In other words, they think, training means something in which trainer explains everything and the participants just listen to him. They are even unaware that they also have their own experiences. Experienced participants may, however, realize that their experience also works. Therefore, participants should be clear that both inexperienced and experienced have some workable experience in one way or the other. Therefore, this session has been prepared to let them know that one can learn from the reflecting upon experiences.

Purpose:

To educate participants in the experiential learning cycle

Learning objectives:

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

1. Differentiate between two main methodologies (Traditional and Participatory) of training
2. Describe the meaning of learning
3. Explain the experiential learning cycle, and be committed to learning/following it during the training period.

Teaching-learning activities:

1. Describe the background and purpose of the session
2. Definition and rationale of Training
   - What is training? (Brain-storming and noting the views on the board).
   - What training? (Clarify the theme of study-materials through meta-card presentation).
   - Why training? (Brainstorming and noting the views on the board.)
   - Stick the study material (meta-card mentioning why training is for? on the board).
   - Training how? (Brainstorming and noting the views on the board.)
   - Paste the study material (meta-card mentioning ‘how’s‘ of training? on the board).
3. Role-play as per the traditional and discussion learning methods.
   - Act out any role using traditional and discussion methods
   - Acting on traditional learning:- With six participants at the centre, facilitator should act like school teaching. Rising of no question should be allowed during the teaching period. The lesson and queries should be there only at the end of the role-play. Facilitator will tell, “Those who have not understood the lesson well will fail.” Acting on
1. Introduction to the ‘experienced learning cycle’ and ‘learning-by-doing method’

- Initiate discussion on the study materials with the experiential learning cycle and learning-by-doing method written on the brown paper. The discussion should cover the following questions: What was the learning during the introduction program? Recall the introduction session by asking this question.
- How the learning was done?
- What should it be done now? What is your role in it?

2. Evaluation

- Conclude the session asking the following question:
  - What is learning?
  - What is the most important topic in the experiential learning cycle?
  - What is the scope of learning?

Materials:

- Study material "Training: what, why, how?"
- Study materials on "The experiential learning cycle and learning-by–doing method"

Guideline for the facilitator:

- It is better to give the example of "Training on Bicycle riding" for the discussion on activity No. 5 for clarifying knowledge, skill, concept, and committed and behavior change.
- This session will make the participants feel that they are intelligent. It is essential to have "fellow feeling (we-feeling") towards learning in the training. It also makes them feel that they are both the teacher (master) and student.
- While discussing on the question for evaluation in Activity No. 6 (b), the major highlight of the discussion should be the equal importance of the four wheels of the vehicle. The vehicle can't run without four wheels. Similarly, they should feel that the four steps of the experiential learning cycle are of equal importance.
Training

Training: What? (Meaning)

- Process of Change or development of the knowledge, skill and attitude
- Process of teaching-learning
- Process of sharing knowledge

Training: Why? (Aim/Justification)

- To develop capable and efficient humanpower according to the program
- To make the implementation of the program effective
- To explore and mobilize the local resources effectively
- To identify genuine problems
- To develop the self-esteem

Training: How? (Methodologies):

**Difference Between Lecture Method and Discussion Method:**

<table>
<thead>
<tr>
<th>Lecture Method</th>
<th>Discussion Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>One way Communication</td>
<td>Useful to the group information</td>
</tr>
<tr>
<td>Cannot Speak</td>
<td>Equal participation</td>
</tr>
<tr>
<td>Cannot ask questions</td>
<td>Two-way communication</td>
</tr>
<tr>
<td>Teacher-centered</td>
<td>Better relationship</td>
</tr>
<tr>
<td>Fear in the environment</td>
<td>Equal control on the subject matter</td>
</tr>
<tr>
<td>Pass, fail</td>
<td>Equal learning opportunity for all</td>
</tr>
<tr>
<td>Possibility of committing mistakes</td>
<td>Long-term learning</td>
</tr>
<tr>
<td>Time controlled</td>
<td>Possibility of extended time</td>
</tr>
<tr>
<td>Control on the subject matter</td>
<td></td>
</tr>
</tbody>
</table>
Learning:

Learning is a mental process of behavior changes. It is a process in which any person can change his/her behavior by gaining/learning knowledge, skill and attitude through his/her sense organs.

Areas of the learning, or matters for the complete learning:

- Knowledge
- Skill
- Attitude
- Commitment
- Behavior Change

The Learning-by-doing method or experiential learning cycle

![Learning-by-doing method diagram]
Session No. 1.5  
Time: 1 hour  

Background:  
All the participants of the training are adult having a lot of experiences. Therefore, sharing those experiences will contribute to learning, and will be based on the experiential learning methodology. And the participants also are aware that they have to work with adults after the training. But they may not be aware of the adult learning principle and condition. The purpose of this session is to impart the knowledge of adult learning principle and condition, as this session will make it easy for them to deal with adults.

Purpose:  
To educate the participants in the principles and environment of adult learning.

Learning objectives:  
At the end of the session, participants will be able to  
1. Explain the principle of adult learning  
2. Explain the conditions in which adult can learn  
3. Commit the facilitators way of behaving with the participants according to the adult learning principles.

Teaching-learning activities:  
1. Describe the background and purpose of the session  
2. Identify the behavior and interest of adults through the discussions on following issues:  
   ? What is the meaning of adult? What kinds of behavior adults do, and what they are interested in?  
   ? What kind of behavior child does and interested in?  
   ? What is adult learning? And, what is child learning?  
   ? What is the condition those adults are interested while learning? Initiate discussions by presenting the study materials.  
3. Identify the difference between adult learning and child learning and principle of adult learning  
   ? Focus the discussion to identify the difference between the adult learning and child learning, by presenting the prepared materials on the brown papers.  
4. Ask the following questions to evaluate and conclude the session.  
   ✤ What are the principles of adult learning?  
   ✤ In what conditions do adults learn?  
   ✤ Which learning method do we adopt during the training session and afterwards in field? Why?
Materials:

1. Study materials on the adult learning principle and environment
2. Study materials showing the difference between adult learning and child learning

Guideline for the facilitator:

Citing the example of five glasses is recommended in this session. Compare different types of human nature or thinking by drawing the figures of five glasses:
Empty, half filled, full, leaked and inverted.
Each of them denotes respectively that:
   2. don't know anything,
   3. there is some experience but some more remaining to be learnt
   4. is at the learning phase,
   5. nothing is left to learn/ every thing is known,
   6. Not responding either told or heard, people trying to interpret everything negatively.
We should be conversant with these interpretations; as such thinking arises among ourselves from time to time. Thus, tell them "being aware at that time we should be half glass or learner."
Principles of Adult learning

1. Adults have a lot of experience and they behave on the basis of their experience.
2. An adult’s experience should always be recognised and considered during the learning process.
3. Different forces may influence the adult’s behaviour.
4. Adult learning is self-controlled and self-directed.
5. They learn well in a secure, accepted, challenging and supportive environment.
6. They get involved in learning to response to their contemporary and personal needs, problems, feelings, aspirations and expectations.
7. They seek to solve their problems by analysing them and adjusting them with their real life situations.
8. In course of learning, emotions, impulse, stimulation, confusion, fear, and frustration develop in the adult. Mental pressures and fear obstruct the learning process.

Situations for adult learning:

– If the subject matter of learning relates to their daily works
– If the subject matches their interests
– If they are encouraged and motivated to be active for learning
– If their personal knowledge, ideas and achievements are given deserving value
– If an opportunity is provided for making improvement rather than committing errors
– If it is accepted that there can be gap between what one has understood and what one has done.
– If the environment is open, courteous, cooperative, respectful and friendly for all
– If the situation of self-respect and glory that highlights one's successes is created.
– If the situation conducive for experience-sharing and applying participatory learning methods is created.

Difference between Child learning and Adult learning:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Child Learning</th>
<th>Adult Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal thinking</td>
<td>Dependent on others</td>
<td>Self-directed</td>
</tr>
<tr>
<td>Experience</td>
<td>Basic</td>
<td>High/advanced</td>
</tr>
<tr>
<td>Readiness to work</td>
<td>implemented in future</td>
<td>For immediate role in the society</td>
</tr>
<tr>
<td>Time</td>
<td>implemented in future</td>
<td>immediate implementation</td>
</tr>
<tr>
<td>Use</td>
<td>For Future</td>
<td>For Present</td>
</tr>
<tr>
<td>Learning goals</td>
<td>Centered in the Subject matter</td>
<td>Problem-centered</td>
</tr>
</tbody>
</table>
Introduction of Federation of Community Forest Users, Nepal (FECOFUN) And Its Importance

Session No: 1.6
Time: 2 hours

Background:

Almost all participants participating the training may have known the Federation of Community Forest Users, Nepal. They may have information regarding "what is Federation of Community Forest Users, Nepal? And why it is essential?" But the entire participants may not have similar understanding of it. Therefore, this session is to clarify introduction of the Federation of Community Forest User, Nepal and its importance reminding through and exchanging the information.

Purpose:

Clarify participants regarding introduction and importance of FECOFUN.

Learning objectives:

At the end of this session, participants will be able to:
1. Give the clear identification of Federation of Community Forest Users, Nepal (FECOFUN).
2. Describe the concept of Federation of Community Forest Users, Nepal (FECOFUN) with its establishment purpose.
3. Feel the necessity of Federation and be committed to introduce it to the groups.

Training-learning activities:

1. Clearly describe the session's background and objective to the participants.
2. Introduction of Federation of Community Forest Users, Nepal (FECOFUN).
   - Ask participants "What is FECOFUN?" and write on board exactly what they say.
   - Give each participant threads of Babiyo and ask them to split.
   - Give participants again small and big thread of Babiyo threads respectively and let them split it.
   - Discuss asking following questions:
     a) How you felt splitting small thread? And how you felt splitting big thread?
     b) Why it was easy to split small thread? Why it was difficult to split big thread?
     c) Compare small thread to group and accordingly: in increasing order, compare big thread with village unit federation, range post level committee, district branch and central federation.
     d) Like wise, small thread of babiyo leads to the big and powerful thread, scattered Community Forest User Groups in Nepal leads to Federation of Community Forest Users, Nepal as a whole. And clearly describe that FECOFUN always act for the benefit, right, sustainability and organizational development of groups.
3. Clearly introduce FECOFUN's historical development and establishment through micro speech.

4. Necessity of FECOFUN
   ? Ask participants to write down in their own copy the need of FECOFUN.
   ? Ask participants to tell turn by turn what they have written and note on the board.

5. Evaluation and ending of the session
   ? Evaluating, concluding and ending the session asking participants the following questions.

   a) What is FECOFUN?
   b) Date of FECOFUN establishment?
   c) Is there need of FECOFUN or not? If there is need, why?
   d) In what level groups are aware of the need of FECOFUN?
   e) Is there need of providing information? Why?
   f) What can you do for this?

**Materials:**

? Thread and Dori of Babiyo.
? Introduction booklet of Federation.

**Guideline for the facilitator:**

? Give first priority to participants' experience at the time of session implementation.
? It is better to play role to develop participants facilitation skill, where it should come clearly about what is FECOFUN and why it is necessary. For this, select 2 persons as facilitator and 5-7 persons as users from the participants and ask why federation is necessary? Without federation also we are eating and wearing, we are using our forest anyhow? It is necessary to clarify from the facilitator why FECOFUN is necessary and what are its roles.
Organizational Structure of FECOFUN and Its Process

Session No: 1.7  
Time:  2 hours

Background:

Depending upon human body structure, he/she is recognized; likewise FECOFUN has its own different organizational structure and formation process. Participants may have general information regarding FECOFUN's organizational structure and formation process. Facilitators working under FECOFUN should know everything about it clearly. That's why; this session is prepared and presented.

Purpose:

To make participants clear about the organizational structure and formation process of the FECOFUN.

Learning Objectives:

At the end of this session, participants will be able to:
1. Describe the organizational structure arrangements of FECOFUN.
2. Commit to extend and improve the organization by describing FECOFUN's organizational arrangements and implementation process.

Teaching-learning activities:

1. Clarify session's background and objectives.
2. Introduce of organizational structure of the FECOFUN.
   ? For this following activities should be done:
3. If we take anybody's name, his/her physical structure comes in front of our eyes. Likewise, ask participants if they are known or unknown about FECOFUN organizational structure.
4. Most of the participants may respond that they do not know. Is it necessary to know or not? If yes, then ask them why?
5. Ask them what should be done to know? If they are interested to know then clarify according to the following process.
   - First, let participants describe if they have any information.
   - Clarify sequentially the arrangement by sticking organizational structure chart.
   - (See organizational structure chart)
   a) Re-focus the organization structure depicted on the chart and ask them how much they have information about its formation process? Is it necessary to know or not? And why?
   b) Clarify from the following process if participants are interested to know logically.
      ? First, let participants describe about what they have known.
      ? Let participants choose one district and taking example of that district, clarify them the process of membership of district federation, village unit federation, national committee,
After the formation of each structure, examine the participants by questioning either they have understood or not. After clarifying every process of organizational structure, ask participants if they have understood or not. If they have clearly understood the structure and process then ask them how they liked and why? Note down their response on board. Ask how much they have information about the structure and process of user groups. Ask them whether they have established whole structure in their district or not. If not then ask them is it necessary? If it is necessary then what can you do from your side? Write down the answers index wise on the board. Describe it to all at the end and note down the responses.

6. End the session asking following questions and thank participants for their active participation.
   a) What is the process of getting membership of federation for group?
   b) What are the arrangements that remain in organizational structure of federation?
   c) What is the process of district branch representative for national assembly?
   d) How is national working committee form?
   e) What is the formation process of village unit federation and range post committee?
   f) How do you like organizational structure and process of federation?
   g) What can you do for the extension and improvement of organization according to this process?

**Materials:**

a) Organization structure chart (on brown paper)
b) Constitution and organization policy of federation.

**Guideline for the facilitator:**

a) Distribute constitution and organization policy to participants.
b) Clarify by studying the constitution and organization policy of federation.
FECOFUN’s Organizational Structure

- National Assembly
- National Council
- National Executive Committee
- Steering Committee
- Secretariat & Staff
- Regional Coordination Committee
- District Chapter
- Range Post Level Committee
- Village Level FECOFUN
- Community Forest User Group

Symbol
- Direction
- Feed Back
- Representation

Advisory Committee

National Assembly

Regional Coordination Committee

National Council

Steering Committee

Secretariat & Staff

District Chapter

Village Level FECOFUN

Community Forest User Group
Session no: 1.8
Time: 2 hours

Background:

FECOFUN is working on behalf of forest user groups from the time of its establishment. Present training participants may have little information. They may not be fully informed regarding FECOFUN's previous important program, future program and interrelationship between its organizational structures. That's why; this session is prepared to clarify participants about federation's important program, future program and interrelationship between federation's organizational structures.

Purpose:

1. To introduce ongoing and future program of federation.
2. To improve the interrelationship between organizational structure of the federation.

Learning objectives:

At the end of this session, participants will be able to:
1. Committed to list out and advertise FECOFUN's appreciative works.
2. Describe interrelationship between different organizational structure's responsibilities of federation and commit for its improvement.

Teaching-learning activities:

1. Describe background and objective of session to participants.
2. Following activities should be carried out to clarify federations' previous work.
   ? Brainstorm participant by asking the important and appreciated works done by FECOFUN and let them to write down on copy.
   ? Let participants describe noted works turn by turn and list down on board.
   ? Add to participants' answers, write down the important works of federation point wise on meta-card and describe by showing meta-card.
   ? From the works done by federation, let participants note down 3/3 important works on their own copy.
   ? After note down by every participant, let 2/2 participants to discuss on written matters and let them conclude.
   ? Now, ask every two pairs (four persons) to discuss and let them conclude and write down the conclusion on newsprint.
   ? Describe each group's conclusion turn by turn.
   ? Conclude by incorporating each group presentation.
   ? Compare the new index prepared by participant by sticking federation's report and add in case of missing.
Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal

? Ask focus group related unit whether they are well aware or not regarding federations appreciated works. Is it necessary to be aware?
? Ask participants "What can you do for its publicity and extension?" Note down the answers index-wise and describe the conclusion.

3. To clarify federation future program, following works should be done:
a) Brainstorm the participants by asking what will be the future program of federation.
b) Let participants describe turn by turn what they have thought and note on the board.
c) Adding participants thought, clarify participants the future program of federation.
d) If participants' presentation do not match with the future program of federation, then thank them for their propose and tell them that we will discuss on this matter.

4. To clarify federation's structural-working interrelationship, following works should be done.
a) Let participants recall the structural chart and stick in front.
b) Let participants tell village unit federation, range-post committee, district branch, regional co-ordinate committee, central secretariats and let them put their view of structure.
c) Form five groups and make one group to describe each structure.
d) Ask what was and what is the role of each structure to accomplish above-mentioned important and appreciated works of federation? In addition, what will be the role in future? Every group should discuss and conclude its role depending on which structure it has.
e) Let each group describe its conclusion turn by turn and conclude after each presentation.
f) Ask what is the responsibility and interrelationship between each structure at the time of federation program implementation and discuss.
g) Ask, "What can you do from your side to clarify the role and interrelationship between structures of federation?" Note down the responses index wise, describe it, and take feedback.

5. Evaluate the session by asking how participants liked the session and why, and end it by concluding.

Materials:

? Past program and future program smaterials of federation.
? Federation's introductory booklet.

Guideline for the facilitator:

? Distribute study materials at the end of session.
? It will be better to role-play by participants to clarify what FECOFUN do.
FECOFUN Activities at a Glance:

Organization structure and extension:
- National Assembly to be convened in every five years, and National Council every year.
- 33 members in the National Executive Committee, 7 members in the Steering Committee, and Regional Coordination Committee in all 5-development regions.
- District Branches (chapters) in 70 districts, Ad-hoc committees in other districts and FECOFUN units being formed at the Range-Post and Village levels.

Group empowerment:
- Assisting the group formation, formulation and amendment of constitution and operational plan, and taking initiative to establish good governance in the group.
- Group service programs being run in 35 districts. (Being organized in collaboration with forest office, local body and community forest user group)
- Conducting training, workshop, meeting and discussion regularly according to the need.

Dissemination/Extension:
- Radio programs (Fortnightly broadcasting on the Radio Nepal on second and last Fridays at 8.45-9.00 am every month, and on the Radio Sagarmatha on first and third Sundays at 8.45-9.00 am., every month)
- Village level, national level and international level tours.
- Publication:- Posters, pamphlets, legal books, reports, dissemination materials, calendar, etc.

Legal support and counseling:
- Litigation at the court (at the District, Appellate and Supreme Court levels).
- Legal counseling to CFUGs.
- Facilitating groups for completing the formalities at the government offices.
- Legal awareness, conflict management training and counseling.

Income generating and poverty reduction program:
- Project implementation regarding NTFPs (in Baitadi and Darchula)
- Market information system. (4-minute long Broadcasting of NTFPs’ price list every Friday through an agreement with the ANSAB)
- Training on NTFPs management and feasibility study.
- Launching micro-projects relating to forest products. (Example: resin in Salyan district, and Allo and resin in Dhankuta.)

Women empowerment program:
- Training conducted in 5 districts last year (2003).
- Women empowerment project conducted in Koshi zone.
- Conducting training programs as per the local need and demand.

Training, workshop and public awareness:
- Advocacy, ToT (Training of Trainers), PRA, conflict management, leadership and motivation.
- Issues (Terai forest, law, etc.) based on local/national workshop and advocacy.
Interrelationship:

- Ministry of Forest and Soil Conservation.
- Local government bodies and its federations: (DDCs, VDCs and municipalities)
- Projects: LFP, NSCFP, ChFDP, NACRAMP, NARMSAP,
- Donor agencies: Ford foundation, IDRC, USAID, NEDA, CCO,
- International network: ANSAB, INFC, IASCP, Global Caucus.
- NGOs: WATCH, CAD, NAF, NEWERA, NEFEJ.
- Pro-public: NEPAN, Irrigation Federation, Water and Energy Federation, NGO Federation, etc.
- Dissemination/Extension and advocacy of community forests in collaboration with national and international organizations.

Role of civil society:

- Helping government in law and policy implementation relating to forest and environment.
- Advising and counseling the government in the policy formulation process.
- Disseminating information to policy makers regarding community forest formation process.
- Organizing interaction programs with government to increase users’ access to forest management.
- Organizing rallies, picketing, gheraos, and submitting request letters, and memoranda to the Ministry of Forest, in regard to the problems stemming from community forest policies and laws.
- Issue-based advocacy.
- Organizing forest-related national workshops for promoting advocacy efforts, and participating in such other workshops organized by others.
- Creating relations, coordinating and collaborating with forest related stakeholders (e.g., forming stakeholders’ groups to coordinate in the Tarai, Chure and Inner Tarai areas).

Operating district branches:

- Coordinating the relationship expansion required for collaboration in the project works.
- Establishing inter-relationships with local government bodies.
- Regular activities: - Assisting group formation, formulation and amendment of constitution and OP; and conducting advocacy in disseminating information and awareness; helping to manage conflicts, mobilizing income generation activities; promoting institutional capacity building; conducting programs for women’s participation; training for sharing experiences (tour, workshop), organizing adult education programs; creation/installation of trust fund, etc.

Resolutions passed by the second national assembly:

- FECOFUN’s Long-term vision
- Conceptual papers of important subjects.
- Amendments to the FECOFUN’s constitution, and launching of the building construction.
Session No: 1.9  
Time: 2 hours

Background:

Training participants may have the feeling that they knew everything about FECOFUN but they may not have given interest on very important matters. In addition, they may not have the feeling that they should study reading materials for more information. For this reason, this session is prepared and presented to encourage participants to study reading materials through the medium of quizz context.

Purpose:

1. To transmit important information regarding FECOFUN to participants.  
2. To encourage participants to study reading materials.

Learning objectives:

At the end of this session, participants will be able to;  
1. Describe at least 10 important points of FECOFUN's constitution and organizational policy.  
2. Commit to study reading materials to achieve important information.

Teaching-learning activities:

1. Describe background and objective of session to participants.  
2. Group division and pre-preparation.  
   - Depending upon participants' number, divide the participants in 5 to 7 groups and give about 30 minutes for each group to study. (Provide constitution and organization policy of federation to each group)
3. Quizz context program  
   - Describe quizz context rule, responsibility and continue the program until questions get finished.  
   - Distribute prizes to first, second and third group.  
4. Evaluation and learning:  
   - Now, ask how they liked the context and why? Discuss on what they have learnt. Commit them to learn reading materials.
5. To proceed discussion following questions can be asked:
   - How did you like the quizz context program?  
   - How did you like the program first?  
   - How did you feel at the end of the program?  
   - What was your feeling when the answer was wrong?  
   - What will be the effect of your wrong answer when users or else ask you the questions?  
   - What you do to be clearer? Etc
Materials:

- Watch, board marker.
- Question answer paper.
- Program organizer, timekeeper, and record keeper.
- Prizes
- Judgment committee.
- Important and unforgettable matters of federation.

Guidelines for the facilitator:

- Good preparation of question paper and important materials.
- Prizes should be distributed at the end of session.
- "Important and unforgettable matters of FECOFUN" named reading materials should be distributed at the end of session.
Questions For Quiz Context

Question No. 1. The full meaning of CFUG is community forest user group, what is the full meaning of FECOFUN?

Answer: Federation of Community Forest Users, Nepal

Question No. 2. FECOFUN was established on 18th Jestha 2052; when and where was it registered?

Answer: Registered on 2052/5/28 at District administration Office, Kathmandu

Question No. 3. The foundation of FECOFUN is its member community forest user groups. What is its apex body?

Answer: National assembly

Question No. 4. The tenure of FECOFUN national executive committee is of 5 years. What is the term or tenure of village unit, RP level, district chapter and regional co-ordination committees?

Answer: Village unit- 2 years, Range Post Level – 3 years, District Chapter- 4 years, Regional Co-ordination Committee- 2 years

Question No. 5. Constitution of FECOFUN was formulated in 2052 Bikram Year, when was its Organizational regulations formulated?

Answer: BS 2058

Question No. 6. Constitution of FECOFUN 2052 was amended for the second National Assembly in 2058 Bikram Year, how many times and in which year was the organizational regulation amended?

Answer: Once only on 2058

Question No. 7. How many representatives will be there in the FECOFUN national assembly from the districts with 9 groups associated?

Answer: No representatives

Question No. 8. Where does the money (Rs. 235) levied from the FECOFUN membership go?

Answer: 35 Rupees in National Secretariat ( in which 10 Rs For membership and 25 for application Form ).
Distribution Pattern is as follow
Village unit 10%, Range Post level 20%, District Chapter 30%
National Secretariat 40%

Question No. 9. When should the community forest user group get their membership renewed? How much does it cost? Where does this money go?

Answer: Every Year regularly with 100 Rs.
Village unit 10 %, Range Post Level 20%, District Chapter 30%, National Secretariat 40%
Question No. 10. FECOFUN’s national assembly is held in every 5 years. When and in what time period is its national council held?

Answer: Annually

Question No. 11. How many people can be eligible for becoming national executive advisor of the FECOFUN?

Answer: Ex-Chair person and as decision of National executive committee

Question No. 12. The FECOFUN national executive committee has provided special membership to those Nepali and foreign nationals who have contributed to achieve the FECOFUN objectives. Tell us the names of any four such special members.

Answer: Dr. N.K. Shrestha, Netra Thumbahangpe, Damber Tembe, and Hukum Bahadur Singh

Question No. 13. What are the three main words included in the objective of FECOFUN constitution?

Answer: Self-reliant, Consensus and self-motivation

Question No. 14. How many members will be there in FECOFUN national executive committee and where do they represent from?

Answer: 33 people from different zone and regions (2 each from 14 zones and five members nominated)

Question No. 15. How many members are there in present national executive committee of the Federation? Tell us the names of any three of the incumbent president, vice-president, member-secretary or treasurer.

Answer: (32) Members are

President Bhim Pd Shrestha
Vice President Apsara Chapagain
Member-Secretary Bhola Bhattari
Treasurer Laxmi Poudel

Question No. 16. If any district chapter desires to send its representative to the national executive committee, how many days ahead should it register its candidates with the national secretariat election commission?

Answer: 30 days previously

Question No. 17. How many districts have got the legally formed district chapters of the FECOFUN?

Answer: 70 Districts

Question No. 18. What types of groups are eligible for the FECOFUN membership?

Answer: Community Forest Users Group registered in District Forest Office

Question No. 19. What is the maximum number of people that the district chapter executive committee can nominate in the District FECOFUN?

Answer: 7 people
Question No. 20. What is the provision or process to be followed if the incumbent president of FECOFUN national executive committee seeks to have another term in office?

Answer: Presently it can't continue for another term of office

Question No. 21. The FECOFUN, national secretariat office has now 1 fax and 3 phones, now tell us any 2- telephone numbers?

Answer: 4485263 / 4469473

Question No. 22. The group service program is one of the programs being conducted by FECOFUN; tell us who the coordinator of the program is?

Answer: Ganesh Bahadur Karki

Question No. 23. The FECOFUN first national assembly was held in 2052 Bikram Year, and the assembly chose Hari Prasad Naupane as president and Maya Devi Khanal as vice-president. But due to some personal reasons Maya Devi resigned from the post. Now tell us who had acted as vice-president until her resignation was approved?

Answer: none
Things to Remember

1. Federation of Community Forest Users Nepal is a representative organization of user groups, formed by the representatives of community forest user groups on 18 Jestha 2052 Bikram year. Abbreviation of the Federation of Community Forest Users Nepal is FECOFUN.
2. This Federation was registered with Kathmandu District Administration Office according to Institutions Registration Act 2034, on 28 Bhadra 2052. Its registration number is 168.
3. The organisation has so far convened its second general assembly.
4. The federation’s goal is “to improve morale and self dependency of forest user groups by involving them in the consensus-based decision making process”.
5. Forest User Groups are the foundation of the Federation.
6. Community Forestry User Groups registered with the district forest office under the Forest Act 1993 are eligible for the membership of FECOFUN, but this federation has also been supporting community forest user groups of the bufferzone. There are no provision for individual membership.
7. The Federation’s national executive committee can issue special and institutional memberships for the period of the committee’s tenure.
8. By attaching their user group’s decision for taking membership, groups can apply through institutional units or directly to the national secretariat of the Federation. They also have to pay NRs 235 as membership charge from their group fund.
9. Group should get the membership renewed annually by paying NRs 100 to the Federation.

Where will the group membership fees go to?

<table>
<thead>
<tr>
<th>Form Fee: NRs. 10, and Entry fee: NRs.25</th>
<th>To National Secretariat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership fee: NRs 200 and Renewal fee: NRs. 100</td>
<td>10% to VDC federation</td>
</tr>
<tr>
<td></td>
<td>20% to Rangepost Federation</td>
</tr>
<tr>
<td></td>
<td>30% to District federation</td>
</tr>
<tr>
<td></td>
<td>40% to National federation</td>
</tr>
</tbody>
</table>

Note: All the money going to the National Secretariat shall be deposited into a trust fund.

10. Proportional system is effective for the selection of assembly and council representatives. Districts having 10-50 groups affiliated shall send a male and a female representative to the National assembly, those with 51-150 groups affiliated send 2 women and 2 men and those with more than 151 affiliated member groups depute 3 women and 3 men.
11. The district chapters willing to send their candidates for the National Council member should forward their nominations for executive 30 days ahead of the assembly.
12. There will be equal representation of male and female in each chapter of FECOFUN. There should be at least one woman in the post of either chairman or vice-chairman and in either secretary or treasurer each FECOFUN committee.
13. The 14 zones shall be represented by a male and a female each, making the total member strength 28, in the FECOFUN national executive committee. All executive post holders (chairman, vice-chairman, secretary, and others) shall be selected from the 28 members. The national executive committee shall nominate 5 representatives from five development region each from the disadvantaged group.

14. Meeting: The provision of holding meetings is as follows: thrice a year for the national executive, and twice a year for the regional coordination committee. The meeting of the central steering committee, district executive committee, range post level committee and village level FECOFUNs shall be held as frequently as needed. The Council meet shall convene to finalize the policies, annual programs and budget of each of these chapters/bodies.

15. District executive committee, range post level committee and village level FECOFUN can contact and coordinate with national and international governmental and non-governmental organizations according to their need. The chapters/units should, however, inform higher level at least 7 days ahead of such work implementation.

16. Every FECOFUN chapter can form a committee manned with 7 members for implementation of their daily official works. Their tenure shall be as follows:

<table>
<thead>
<tr>
<th>Chapter Type</th>
<th>Tenure</th>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Village Level FECOFUN</td>
<td>2 years</td>
<td>2 women, 2 men</td>
</tr>
<tr>
<td></td>
<td></td>
<td>each member CFUG in the assembly</td>
</tr>
<tr>
<td>Range Post FECOFUN</td>
<td>3 years</td>
<td>representation from each member CFUG or village level committee</td>
</tr>
<tr>
<td>District FECOFUN</td>
<td>4 years</td>
<td>representation of each range post level committee</td>
</tr>
<tr>
<td>Regional Coordination Committee</td>
<td>2 years</td>
<td>representation of district chapters in the assembly</td>
</tr>
<tr>
<td>National Executive Committee</td>
<td>5 years</td>
<td>representation of each district Chapter in the assembly</td>
</tr>
</tbody>
</table>

17. Each FECOFUN Chapter can form their advisory committees whenever they feel the need of the same.

18. The incumbent chairman of national executive will not be eligible for a second term. The immediate past chairman shall be ex-officio advisor to the national executive committee.

19. Every year, one woman and one man shall represent the national executive committee and district chapter to the national council.

20. One representative from the group contributing Rs. 5000 annually to the FECOFUN shall be awarded an observer’s status in the meeting of Council and National Assembly.

21. FECOFUN shall be dedicated to advocacy for the right of Community Forests User Groups.

22. This federation is a learning organization.

23. Every activity of the FECOFUN must have at least 50% woman participation.

24. This federation believes that its main principle is to establish the local community’s right over the resources, good forest governance, social justice, power balance, self-respect and accountability to groups as well as federation. It also believes in legitimacy, transparency, consensus, participation, democratic exercise, and decentralization as its principles.

25. This federation believe alleviating poverty through sustainable management of forests, environment and bio-diversity.
Defining Words/ Terms

Session No: 2.1
Time: 8 hours

Background:

Participants are accustomed to using developmental words or specific ‘development related words’ while working in the development field. These words sound common and simple, but it is likely that people interpret and translate them into actions in different ways. These words are being used more for speaking than in translating their spirit into real actions. It is, therefore, important to understand the real meaning of the words. This session, therefore, aims at helping the training participants working under the Community Forest User Group in standardizing the meaning of the developmental words or terms.

Purpose:

To acquaint the participants with the characteristics of the common developmental terminology or words and define them.

Learning Objectives:

At the end of this session, participants will be able;
1. To find out characteristics and quality of at least eight developmental words.
2. To prepare common definitions of at least eight words.
3. To identify the words the participants have been using correctly, or using loosely and incorrectly, so that they can correct the word usage in the latter case.

Teaching-learning activities:

1. Describe the background and objectives of the session.
2. Determine the group work and work division.
   ? Have the participants assemble in a round-table meeting form, and split them into five groups.
   ? Provide the meta-cards with 2 words each to the groups.
   ? Let them discuss the words and note down the quality and characteristics of the words.
   ? Let them prepare definitions of the words and note them down on the brown paper.
3. Group work presentation and discussion
   ? Let them discuss the quality, characteristics, and definition of the words as presented, and finally let them draw conclusions.

Materials:

The meta-cards should be written with the following words:
1. Committee
2. Development
3. Users
4. Group
(Reading materials written about the words’ characteristics and definitions: only for the facilitator)

**Guidelines for the facilitator:**

1. Using story or pictures, and other graphical aids to make word meanings clearer is recommended.
2. Apart from commonly accepted quality and definitions of the words, this session primarily seeks to change the participants’ behavior in regard to the word usage.
3. It will be good to note down the asked questions during the discussion. For example:
   - What will be the committee role, and who will decide that role?
   - Whether is the committee or the group superior? Why?
   - How is the working committee in our group? Why?
   - How should be a good committee? And why?
   - Whether there must be work division of committee officials and members or not? Why?

Note: Questions should be prepared for discussing each word.
Session No: 2.2  
Time: 2 hours

Background:

The training participants represent from one or other different community forests, and have their own way of understandings and experiences regarding the community forest. Obviously, not everyone’s understanding and experiences are identical with the other. Therefore, this session has been designed to explain the CF concept.

Purpose:

To explain the conceptual procedure of Community Forest.

Learning Objectives:

At the end of this session, participants will be able to:
1. Compare the pictures depicted on poster (CF depicted vehicle) with the real situation of community forest.
2. State the steps involved in the formation process of the Community Forest User Groups.
3. Develop commitment to perform their set roles in every step of the formation process

Teaching-learning activities:

1. Describe the background and objectives of the session.
2. Collect experiences and reflect the problem relating to the group formation.
   ? Let participants' note down important points on their copy/paper by recalling how they had formed the group in their CF.
   ? Let participants describe turn by turn what they have written in their paper, and copy/note them on the board/newsprint.
   ? Let participants tell their problems and discuss the causes of that problem.
   ? Let them learn from discussions that the main cause of problem is their low participation at the time of group formation.
3. Presentation and group discussion on Poster.
   ? Divide participants in 4/5 groups.
   ? Provide the poster titled "community forest as a vehicle" to each group and proceed the discussion.
   ? Let each group present their conclusions.
4. Discussion on poster (Big group)
   ? Discuss by asking questions on the symbol of vehicle, and on the aspects relating to how a vehicle operates/works/ is driven, in reference to the poster.

Following questions can be asked for the discussion:
   ? What does blue dressed man in No. 1 carry?
   ? What can you see in No. 2?
   ? What is needed to operate the vehicle?
Where is the vehicle? And where is it operated? What is the process (modus operandi) from the beginning to the end?

What can you see in No. 7? And what is happening there?

What is there on the left side in front of the vehicle? What is happening in the street?

What is there on the left side in front of the vehicle? What is there in the street? And why should it be happening?

What is there a little above? Could those bridges be in the street instead?

What can you see near the object of No. 8?

What is No. 8? Who is the person standing there? Why has he done so?

How could be the way/path from No. 8 to No. 9? What does that mean?

What can you see on the left side before No. 9? What does that mean? Can those be in the street?

What can you see in the No. 9? Is it how it happens when the vehicle runs?

What is there in between No. 9 and No. 10? What can you see on the right side?

5. After discussing the above matters, state the process, essential objects and problems encountered during driving the vehicle.

6. Compare every aspect of CF with the vehicle/required objects and process during vehicle driving and determine the role of participants in each activity.

What activities you can see in No. 1? What is the meaning of each?

What is the meaning of word "Key" in case of CF?

Who is blue dressed person in No. 2? Who has got the key? And who have the right to get it? How does he give the key to the group?

What does the vehicle mean in No. 2?

What is needed to drive the vehicle?

What is the purpose of filling petrol in the vehicle? Who fills the petrol? What is the meaning of petrol pump?

What does petrol mean?

Who is the person responsible for filling petrol?

Where does vehicle operate? What does vehicle mean?

What is happening in No. 3? What is the meaning of that? Why is it necessary to do? In what matters do discussions focus during the household meeting program? Why? What is your responsibility in that aspect?

What is happening in No. 4? What will happen if small group discussion is not held? In what matters should the small group discussion be done? What is your responsibility in the small group discussion?

What can you see in No. 5? What will happen if this program is not organized? What is the benefit of this program? What should be your responsibility in this program?

What can you see in No. 6? What does that mean? What should be your responsibility for it?

What can you see in No. 7? What does the question 'who will sit' mean? Who should decide who would be the users? Why? Who will have the right to choose? What is your responsibility for this?

What is the meaning of the signboard on the left side in front of No. 7, in case of CF? So, do you have any responsibility there? If yes, what?

What is the meaning of bridge in the context of CF?

How can we relate the things seen on No. 8 to CF? Who is the blue dressed person?

How can we compare situation of the road between No. 8 to No.9 with CF?

In the context of CF, what is the meaning of 'a stopped vehicle,' 'inverted vehicle' and the 'vehicle being pulled' in No. 9? Who has done this? And should he do it? Why? Do you have any role to play in this work? If yes, what?
What is there in between No. 9 to No. 10? What does that mean in the context of CF?
What can you see in No. 10? What does that mean?
7. Present a briefing of the discussion focused on No. 1 to 10.
8. Role and commitment of Participants:
   Let the participants recall their role in the process of CF.
   Ensure their commitment on what they can and should do.
9. Evaluation:
   Take feedback on what they have learnt and how they liked, at the end of the session.
   Wrap up the session by presenting conclusion of the session.

Materials:
Posters of the vehicle symbolizing the CF.

Guidelines for the facilitator:
1. In addition to the previously set questions, supplementary questions may be also asked as the need be.
2. Compare the symbols depicted on the poster (motor, petrol pump, petrol, key, road, barricade/obstacle with real situation by explaining its meaning at the time of discussion.
Session No.: 2.3
Time: 3 hours

Background:

Most of the people must have heard the word "Development". Participants have already been acquainted with the word 'development' in the previous session of the training. Development has evolved a reciprocal process (or give-and-take). The society still assumes that development takes place only with others’ help and is something only others can do. In reality, development is not possible until there is involvement of the local community in every step of the development process (steps like Identification of problem, analysis, classification, program implementation, monitoring, and evaluation). Development should be viewed not from a materialistic perspective alone, but the perspective should also involve other aspects of reality. This session has been designed to clarify the concept of development, create local people’s awareness to be self-motivated and self-operative for sustainable development and let them determine their respective roles to initiate the development process.

Purpose:

To acquaint the participants with the concept and process of development.

Learning Objectives:

At the end of this session, participants will be able to:
1. State the concept and process of development evolved up till date.
2. Identify and describe various aspects of sustainable development.
3. Decide the role and status of the facilitator in development and act accordingly.

Teaching-learning activities:

1. Describe the background and objectives of the session.
2. Present and discuss the definition of development written on the meta-card.
   The discussion may include the following questions:
   a) What types of development have you seen or experienced in light of the written definition?
   b) What are the praiseworthy things of development?
   c) What are the negative and woeful things of development?
   d) What may be the reason behind the failure to achieve the expected development results?
3. Following roles should be played to explain the types and process of development.
   Select three pairs of people and send them out, and hide 3/4 packets of biscuit somewhere away from them. Call each pair in, and let search the biscuits and eat, for which they need to do the following:
   a) In the first pair, the community member holds hands of the development worker.
   b) In another pair, the development worker carries the community member on his shoulder.
   c) In the third pair, the development worker rides on the community member as a horse.
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4. Let them discuss on the role-playing, for which the following questions may be covered:
   a) For example:
      ? Which pair found out the biscuit first? Why and how that pair could do it first?
   b) For role-players (Actors):
      ? How did you like your role as a facilitator (development worker??) and community people? Why?
      ? What could be the reason that enabled the group first to discover the biscuits first?
      ? What could be the reason that the other group could do it only after the winning group?
      ? What should they have done to find out the biscuits fast?

5. Compare the role playing with the development process.
   For this, ask the following questions:
      ? Which role of this role-playing fits well into the ongoing development process? How?
      ? What are we doing?
      ? What is the impact of our ‘doing’ on development? Is there any evidence or event to prove it?
      ? What should be done for development? What role should be played? What role should be played for that work?

6. Discuss the above questions and conclude the proceedings.

7. Show the picture of cabbage to give the message that ‘it is we who should do the development works ourselves, and we should not depend on other for it. It requires us to enhance our skills and capabilities.’

**Questions for discussion:**

? What do you see in this picture?
? What is happening in the first, second, third, and fourth pictures or who is doing what? Ask respectively.
? What would be the thinking of the one who had eaten cabbage the previous day as shown in the third picture? How does his face look like? How is the face of the one who had planted cabbage?
? What would be the thinking of the one who had eaten cabbage depicted in the fourth picture? Why do you say so? What would he be demanding this time? How does his face look like? Why?
? What have you understood from this picture?
? Initiate the discussion by comparing this picture with the ongoing development process.
? Which person’s role depicted in this picture would fit well into the ongoing development process? How?
? What are the community people or we demanding anyway? Whether it is cabbage or its seed? Why?
? What are the development institutions actually delivering to the community? Cabbage or its seed? Why?
? What would be its impact on development? Is there any evidence or event to prove it?
? What should be done for development? What should be our demand? What role should we play for that? What should the development institutions do? What should be their role?
? What should be your role in this movement?
? What are you doing then?

8. Evaluation and conclusion of the session:
   ? What is development?
   ? Who will do the development works? What are the aspects of sustainable development?
   ? What is our (facilitators’) role in development?
   ? Wind up the session by presenting its conclusion and give a vote of thanks.
Materials:

Two packets of biscuits, a picture of cabbage

Guidelines for the facilitator:

? Prepare the required materials.
? Tell white ghost story to state that development is a continuing process and it never ends.
? To explain that development takes time, present the illustration of pictures portraying a man breaking the egg hatched by the chicken, cooking it, and finally falling from the stairs in his bid to make hurried strides on the stairs.
? Better let them discuss such development aspects like economic, social, psychological, human, physical, natural ones, if participants opted to believe that a positive change in the Activity No 3 of this session.
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Study Material, Session No. 2.3

Please give me the seeds of Cabbage rather than Cabbage

Enough for Today. Tomorrow....

Oh! This Person is same who had fetched seeds of cabbage before

Let me give the seeds also except Cabbage

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By WATCH
Aspects of Sustainable Livelihood Framework

Session no: 2.4  
Time: 3 hours

Background:
There is widespread dissemination of the information that community forest is key to sustainable livelihood and poverty alleviation. It is likely that participants themselves have known and spoken much on this issue. But, it is also likely that they were not clearly informed about the aspects of sustainable livelihood framework. To fill this information gap, this session has been designed.

Purpose:
To enable the participants develop the concept relating to different aspects of sustainable livelihood framework.

Learning objectives:
At the end of this session, participants will be able to:  
1. State different aspects of sustainable livelihood framework and the interrelationships among the aspects.  
2. Present an analytical comparison of the related events of the aspects of sustainable livelihood framework.  
3. Analyze the different aspects of sustainable livelihood framework in regard to their way of living and the group.  
4. Be confident to accept the responsibility of a facilitator in every aspect of sustainable livelihood framework.

Teaching-learning activities:
1. Describe the background and objective of the session to participants.  
2. Aspects of sustainable livelihood framework and their interrelationships.  
   - Brainstorming on "what are the different aspects of sustainable livelihood framework".  
   - Note the different aspects from prepared reading materials and add others missing aspects if any.  
   - Present the framework and let the participants discuss the interrelationships among its different aspects.  
3. Analysis of the case study  
   - Distribute the written material "Finally I learnt about poverty, poverty alleviation and empowerment" prepared by Dr. Bharat Pokharel.  
   - Let participants study both materials turn-by-turn, and let others see and listen.  
   - Compare the different aspects of sustainable livelihood framework with the events illustrated in the reading materials, by asking the following questions:
     1) What is the condition of Dhan Bahadur B. K's assets?  
     2) What is the tragic event that Dhan Bahadur’s life unexpectedly encountered?  
     3) What always scares him?  

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By WATCH
4) How and what law and process is affecting his life?

4. Analysis of the participants’ livelihood framework
?
Let participants draw a picture of the sustainable livelihood framework on the basis of their own livelihood aspects.
?
Ask participants how they feel recalling their livelihood.

5. Analysis of the group on the basis of Malati group case study:
?
Distribute the Malati group-related reading materials.
?
Have one participant read out the case study and others carefully listen to him/her.
?
Analyze the group’s case through the following questions:
1) How is the condition of different assets belonging to the Malati group?
2) What are the efforts put up so far to increase the assets of that group? How?
3) What and how have the different community activities affected the personal lives of the Malati group?
4) Which activities of the Malati group can you apply to your own group? How?
5) What can you do for that?

6. Presentation of conclusion and winding-up of the session
Ask participants what they have learnt from the session and present the conclusion to call it a day at the session

Materials:
?
Copies of the article “Finally I learnt about poverty, poverty alleviation and empowerment" written by Dr. Bharat Pokharel
?
Reading materials of the Malati Community forest
?
Picture showing the different aspects of sustainable livelihood framework

Guidelines for the facilitator:

Study the reading materials on different aspects of sustainable livelihood framework and be clear about its core concept.
Aspects of Sustainable Livelihood
“Finally I learnt about poverty, poverty alleviation and empowerment”

A few days ago, we visited the house of Dhan Bahadur B.K., a user of the Saldanda Community Forest User group at Bieu VDC, Baglung district. He earns his livelihood as a construction worker. All he owns is a small hovel-like house attached to a one Ropani yard without irrigation facility. The tiny plot of yard is also being buried under the debris and rubbles from the Baglung-Burtibang road being constructed with the Asian Development Bank loan. However, there is reportedly no provision for compensating the damages to the land. While he is involved in the physically strenuous works, he gets only little food and poor nutrition, and so, he has become physically weak. A number of diseases have infected him. Hence, he cannot go to works regularly. His wife sometimes earns a little by doing labor works in neighborhoods. The eldest of his three sons was quite intelligent. But, to their chagrin, he was killed by his roommate last Chaitra, the biggest lifetime shock to him. The shock only weakened health of Dhan Bahadur and his wife. He had taken loan to send another son to Delhi to seek jobs. The loan interest is on rise while his youngest son is still studying in school. The entire onus is on Dhan Bahadur and his wife. Construction of the road touching his land has offered some economic opportunity to open a teashop, but they cannot capitalize this opportunity because the society treats them as ‘untouchable’.

His desire to go other safe places did not materialize, as he has no money to buy a property there. The option to borrow from banks also seems infeasible because it charges a higher rate of interest and requires citizenship and land ownership certificates. Constant fear of the landslide and road-under-construction burying his hut gives him sleepless nights. The feeling of insecurity keeps pestering him. He had brought his grievance to the knowledge of the road construction users group, and Range post. He had even asked for loan from the forest user group’ fund, and submitted an application with the Landless Squatters Commission for land. But, none of them cooperated with him, by referring to their Policy, Act and Rules.

We had asked him what he thought would solve his poverty problems. Unpretentiously, he replied, "If I got a manual work adequately rewarding to my physical strength, I could have supported my son’s study, fed ourselves full-stomach, and also purchased a house in a secure place where I could have a sound sleep for a few hours. I wish I could get my illness cured in the village itself. I could have earned a few bucks and fame, if I were involved in such committees as the road construction committees. Life will go fine if we have a plot of land to farm in, and enough to feed my couple and offspring. I wish we had grazing land and fodders for a couple of cattle from the forest, as well as a few rafters usable as beam for building a house. This will reduce my poverty problem."

Of course, his dream is not too high. It’s not a big ambition. There could be about ten million Dhan Bahadur’s in our country, an estimate says. Indeed, we felt that Dhan Bahadur’s statement were a good lecture on poverty reduction. It was more effective and knowledgeable than any book, seminars and lectures. Nonetheless, our visit to Dhan Bahadur did not intend to give him anything. All we intended was to learn how to come out of the poverty. We knew it well that we had no capability to reduce his poverty. We asked him if he ever found in himself capability to alleviate poverty. He confounded and confused."The
capability or power to alleviate poverty is within you,” we said to him. “Perhaps, it’s latent inside you. You need not borrow it from others, nor does anybody need to give it to you; all the others can do for you is help you identify or explore your inner power or capability,” we said to him. “It’s with you; in the world, there is no one having this inner power.” “The act of helping you explore or identify your inner power is what we development related workers call ‘empowerment’. “If you desire to explore and identify your inner power or capability, it will certainly come out, and you’ll start feeling energized and capable, and eventually, empowered.” We added “And, it’s something others cannot do for you; instead you’ll have to do it by yourself.”

"Exploring your inner power means recognizing your duties and responsibilities and all those that influence your means of livelihood. It also means developing relationships with local leaders, organizations, neighbors, development workers and others. After all, it means developing economic, social, physical, natural and human resources.”

“Regarding your problems related to landed property (immovable property), irrigation, training, drinking water, roads, and schools, your effort to obtain from the concerned committee or group the decision in this respect and its implementation in your interest is a means of empowering yourself,” we said. “You have to do it by yourself.”

“Doing this much will surely increase not only your own resources but also of your group,” we said. "The government, non government and private organizations, court and contractor shall be compelled to bring act, laws and by laws favoring your interest, and social discrimination and injustice will slowly subside.”

“Rules prohibiting exorbitant interest rates on loans shall be formulated. At least a situation prevails in which you are paid your due wage, and you can build a small home secure from landslides, if not an edifice in a big city,” we emphatically said. We reiterated that it was he (Dhan Bahadur) who needs alleviate his poverty. Reminding him that he could do it by himself, we returned home. Obviously, he looked more inspired and empowered now than he did in the beginning. On our way home, we kept discussing Dhan Bahadur’s case. We reflected what we learnt about poverty alleviation from him. We wondered it was what we development workers have been construing about the empowerment process for poverty reduction.

Source: Samudayik Ban Sangalo
Dr. Bharat Pokharel
A Case Study of Malati Community Forest User Group- 2058

**Background:**

**History:** Local elderly people say dense forests had covered the Malati Community Forest till 2015 B.S. In the following years, people from the hills started to migrate down and deforest it rampantly. Population pressures increased. Though a part of the forest was defoliated, there still remained an ample amount of dry woods and felled trees available. After 2028 B. S, lots of people migrated from Okhaldhunga and Khotang. With an Indian housing company starting its systematic settlement plan and construction of railway track in 2033 B. S, smugglers and the government staff alike bootlegged valuable wood of Sal and Khayer from the forest.

In 2040 B. S., some villagers asked for the Panchayat forest and leasehold forests but the concerned ministry and department didn't permit. The forest destruction continued unabated. Landslides created havocs from time to time between 2040 to 2043 B. S. Harna and Gauri khola kept eroding the land only to convert it into a sand bed. About 150 households migrated en masse from Meghalaya, India in 2044 to increase population pressures on the forest. Since the migrants from Meghalaya brought livestock with them, the pressure on the forest products increased. The remaining trees were destroyed and smuggled at the time of 2046 People’s Movement. The forest turned into barren land, and sandy bed

**Geography:** Situated in Saptari district, Bhakdhuwa V.D.C Ward No. 7 and 8, the Malati CF lies on the lap of Chure hill. The forest has the Chure hill to its north, and village settlement to the south. Harna stream flows on the eastern side and Gauri stream on the western side. A part of forest lies in the hilly terrain and the other in the plain. The forest was covered with sal, asna, simal, khayer, hade hallui, bel, and such other species of trees, etc. It was home to rich fauna including tiger, bear, leopard (chituwa), Kalij, and peacock. The forestland was recognized as fertile.

**Studying why’s and how’s:**

Government is mulling the second amendment of Forest Act 2049. The government has placed special emphasis on the task to explain and analyze the reasons why the community forest program couldn't be implemented in Churia and Terai.

To some extent, the forests were handed over to the users’ groups in Churia and Terai community forest by forming such groups. Users have got involved in the forest management work. The main objective of this study is to analyze the effectiveness of the community forest program in Churia and Terai.

This report has been prepared on the basis of the site visit, interactions with group representatives and other available records.

**Present situation:**

When local people heard that they could manage forest of their village in 2047, some of them went to the district forest office for help. And, Majau and Mahanpur community forest user groups were formed with ranger’s help. The concept and practice of community forest were promoted in that period. In 2049, Mrs. Rama Koirala got an opportunity to participate in the "First national forest users' workshop" held in Dhankuta. She learnt a lot about the
Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal community forest and women’s participation in it. After returning from Dhankuta, she gathered women of her village and discussed the community forest issue. It constituted a committee of 17 women. They drafted a constitution and OP. And thus was the Malati CFUG formed, and forest handed over in 2050BS. It followed the establishment of nursery and beginning of plantation works in barren, deforested land by users. The forest management mainly aimed at producing grass required for livestock farming. Now, there is greenery and lush vegetation all around, by virtue of natural regeneration and plantation efforts.

According to the committee representative and chairperson, Harna and Gauri streams had washed away the land in the distance of 100mt. each. Now the erosion has been brought down to a 2/3 mt. distance. Clean water is running in the stream, thereby solving the problem of water needed for drinking and irrigation. The sandy bed and barren hills have turned green. Endangered species like tiger, bear, leopard (chituwa), deer, and peacock have found their habitat back in the forest.

The users are largely living on livestock farming, with every household rearing 2-10 improved livestock. CF has provided regular supply of forage for the livestock. The group produces 2600 litres of milk every day. The group members have also formed a milk producers’ co-operative that collects milk from farmers, so that they can exchange milk for their necessities. The group has also started paying heed to their health education.

The CFUG members protect the forest turn by turn. Majho, Malati and Mohanpur CFUGs have built a joint office building and training hall. They regularly organize monthly meeting and annual assembly. Consensus has been made the basis of their decision making.

This group was honored by the Government with the national level Ganeshman Singh prize of NRs. 1, 00,000 in 2054. The group reformulated the Forest operational plan in 2056.

Summary/Conclusion:
After the group formation and handing over of Malati Mahila community forest user group, barren land has turned into green forest, problem of washing away land by river has been solved, and endangered wildlife has returned to their habitat.

According to the objectives set by the group for forest management, small groups have been formed on the basis of number of households so that users get sufficient fodders needed for animal husbandry and utilize wood, and fuel wood from the community forest. Special emphasis has been accorded to on health and education; every home has the facility of toilet and drinking water. The users’ co-operative bank has benefited its members.

Overall, this community forest user group has put up its continued endeavor towards poverty reduction by contributing inputs, such as fodders to animal husbandry. That’s why, in every household in the community there is an average cow/buffalo of five, in total 139*5=695, average milk production of 10 liters, in total 139*10=1390 liters, minimum daily income of Rs. 200, in total 1390*20=Rs. 27800. Other community forest groups may also emulate this community forest and reap benefits.

Status of Community forest in the national policy on forest:
Name of user: Malati community forest user group, Bhakdhuwa- 7 and 8
Household numbers: 139
Number of Committees: 17 (only female)
Coverage Area of the Forest: 80 hectare.
Number of blocks: 4
Caste/Ethnic groups: Chetri, Bramhan, Rai, Tamang, Magar, Sarki and others.
Plant species: Bhuighas (grass)- Gyani, Napier, Stylo, Molasses
Fodders (Dale-ghas)- Dumre, Bans, Ipi, Khanyu, Chamre
1. Contribution to the forest management:
   a) Objective
   Long term objective
   To produce wood, fuel wood, and fodder along with maintaining ecological and environmental balance of the area to attract visitors and developing the Malati community forest user group as a model CFUG.
   b) Protection
   According to the Malati CFUG historical background, there was dense forest till 2015 B.S. Following that, about 15/20 groups started encroaching the forest to settle themselves from 2028 B.S. Refugees with Nepali origin from the Indian state of Meghalaya started to settle down in this area in 2044. In 2047, rangers and local users worked together to prohibit cattle grazing in the forest area. A female group was formed in 2049. The forest constitution was registered in 2049 and the forest handed over to the users in 2050. There had already been ban on grazing and illegal exports of forest resources since 2047. The rampant washing away of the land by the Gauri stream has been checked to a greater extent to limit it only to a meager 2/3 meter.
   Users have followed the conservation methods as follows:
   - Collective turn (Taking the turn of protecting it by each member)
   - Fire line formation
   - Fixed area protection
   - Coordinating to obtain cooperation of district forest office
   - Extension/dissemination and communication
   - Plantation
   - Taking assistance from neighboring user groups
   - Punishing the culprits
   - Prohibition on hunting (cave protection, or ban on poisonous drugs in the forest area, entry, etc.)

   c) Silvicultural operation
   Grass species meant for fodders like Bhuighas and Daleghas were planted in the CF. Timely thinning and pruning activities are going on according to the group’s 5-year operational plan.

   d) Development (Ecology, Bio-diversity & Environment)
   Now, a rich fauna including musk deer, bear, buck and doe has come back to life in this community forest. Interested individuals from different parts of the country visit this CF for which a guide has been designated to facilitate their visit. The land volume of washing away by the stream has been reduced from a whopping 100 mt of 2040/41 to only 2/3 mt. Grasses planted on the bank of the river has controlled the course of stream. The stream virtually dried once is now running with a good volume of water.

2. Human Well-being:
   a) Social aspect:
   The Malati CF is contributing to social development works. It has invested an amount of NRs. 1,50,000 in the construction of school building. In co-operation with the Mohanpur CF, and Majhau CF, it has built a community building. It also utilized its trust fund in constructing a temple. This CF has played an important role in operating a milk producer...
b) Financial aspects
The Malati CF has visibly benefited its users. It is obvious from the glimpse of the CF that the users are focusing primarily on livestock farming. The improved livestock has also helped them form and run a milk producers co-operative. They have been able to earn their livelihood from the co-operative, and 16 people have also got employment with the milk co-operative. This group has followed the rule to charge visitors with an amount of entry fee and also provide a guide for them. The following table (on quantity of fuel wood and forage) shows the robust financial health of the CF:

<table>
<thead>
<tr>
<th>Type of Forest products</th>
<th>Block No. 1</th>
<th>Block No. 2</th>
<th>Block No. 3</th>
<th>Block No. 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel wood</td>
<td>12 ton (300 bhari)</td>
<td>4 ton (100 bhari)</td>
<td>24 ton (600 bhari)</td>
<td>16 ton (400 bhari)</td>
<td>56 ton (1400 bhari)</td>
</tr>
<tr>
<td>Dale ghas (Grass fodder)</td>
<td>8 ton (200 bhari)</td>
<td>4 ton (100 bhari)</td>
<td>16 ton (400 bhari)</td>
<td>16 ton (400 bhari)</td>
<td>44 ton (1100 bhari)</td>
</tr>
<tr>
<td>Bhui ghas (Grass fodder)</td>
<td>40 ton (1000 bhari)</td>
<td>80 ton (2000 bhari)</td>
<td>56 ton (1400 bhari)</td>
<td>40 ton (1000 bhari)</td>
<td>216 ton (5400 bhari)</td>
</tr>
<tr>
<td>Babiyo</td>
<td>2 ton (50 bhari)</td>
<td>4 ton (100 bhari)</td>
<td>3 ton (75 bhari)</td>
<td>1 ton (25 bhari)</td>
<td>10 ton (250 bhari)</td>
</tr>
<tr>
<td>Bhorlapat</td>
<td>4 ton (100 bhari)</td>
<td>8 ton (200 bhari)</td>
<td>8 ton (200 bhari)</td>
<td>12 ton (300 bhari)</td>
<td>32 ton (800 bhari)</td>
</tr>
</tbody>
</table>

Note: *Bhari* is the unit of maximum quantity that an average adult can carry on his/her back.

c) Cultural aspects
This user group has built a temple, and protected a cave, and habitat of wildlife.

3. Physical development:
a) Transportation
The Malati CFUG lies near the Mahendra Highway, the major highway linking the country east with the west. It has built a large number of trails and roads to facilitate the users in collecting fodder, forage and fuel wood.
b) Irrigation/drinking water
After the conservation effort, land in this CF has recovered its fertility/productivity. Users also have dug and constructed wells so that they get water for irrigation. Users have also systematized the drinking water system. Now, every house has access to the drinking water facility.
c) Building construction
This CF has built a school. In the co-operation with the Mohanpur and Majau CFs, it has built a community building. This building also serves to liaison with FECOFUN.

4. Institutional aspect
This group has an office assistant. Information on meeting, and assembly is communicated through letters. Dense and closely-knit settlement and transportation facility have made communication easy and handy.. There is good coordination among the CF users, local projects and district forest office.

a) Communication and participation:
The CF has been divided into block on the basis of the number of households. Every household plants in their own block grass, and trees meant for fuel wood. The property division between the brothers of the same household results in division of the block too.. Users take their turn to protect the forest.

b) Transparency
The Malati CFUG has NRs. 65,000 in its fund.

c) Leadership
It is the elite people of the community that are in the leadership. It was also found that visitors could have access to the committee members.

d) Implementation of the decision
In the Malati CF, each block group implements the decisions. It was also found that most of the decisions on social development works get implemented. The examples include construction of school, community building, and temple.

e) Co-ordination and interrelationship
This CF has established co-ordination and interrelationship with others. It exchanges visits between the groups from different parts of the country, which can be amply vouched for through the visitors’ register. It also shows that this CF has maintained good relations with others. Its relationship with the Churia project and local clubs is also remarkably good. The Churia project’s staff also participates in this CF’s training programs, and the Churia project also reciprocates by inviting representatives from this CF in their training and workshop programs.

f) Formulation of annual work plan
This Malati CF reformulated its operational plan in 2055 and has been implementing its community forest development plan of fiscal year 055/56 – 2059/60.

g) Monitoring and evaluation
The constitution and OP of 2050 was reformulated in 2055. Monitoring and evaluation are performed according to the following format:

<table>
<thead>
<tr>
<th>Program</th>
<th>How much to be done</th>
<th>How much is completed</th>
<th>Reasons for incomplete works (default)</th>
<th>When to finish (Deadline)</th>
<th>Who is responsible</th>
<th>How to do</th>
<th>Remarks</th>
</tr>
</thead>
</table>

5. Miscellaneous:
In this group, the female members have been conducting income-generating activities. In recognition of this, this group has been honored with the "Ganeshman Singh forest conservation" prize.
Vision of Community Forest (CF)

Session No: 2.5
Time: 1 hour

Background:

Every participant of the training is the forest user. Many of the participants could have the feeling that CF contributes to uplifting of their living standard and some of them could even have experienced it. The CF stakeholders could have a highly positive attitude towards the community forest. This session has therefore been designed to explain to the participants that CF vision has developed from the consensus of all the stakeholders.

Purpose:

Introduce to acquaint the participants with the CF vision

Learning objectives:

At the end of this session, participants can describe 15 years vision of CF.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Describe the background of the CF vision formation.

Background of CF:

In Nepal, the national level CF workshop is held in every 5 years. Such workshops are found to have drawn different types of conclusions to provide the right direction to CF activities:

? The First workshop held in 2044 B.S helped the formation of forest development master plan.
? The Second workshop held in 2049 B.S contributed to the formation of the Forest Law and Policy, which incorporated suggestions of the forest users.
? The Third workshop held in 2055 B.S contributed to formulate the 15-year vision of CF, which had also incorporated stakeholders' suggestions, and recognized their roles. The picture explains this vision.

3. Explain the CF vision
   ? Let participants express what they have understood from the picture with the CF vision.
   ? Follow the participants’ opinion and describe the conceptual part of the picture.
   ? Project the four rooms of house as the four theme areas of CF. Interrelate the discussions through the following questions: What has been written on the four rooms of the house?
   ? What is the meaning of each?
   ? What will be the bases to develop and manage the aspects of these four rooms?
Give a brief description of the four pillars of the house stating that they are equally important to improve the four rooms. Coordinate the discussion through the following questions:

- What has been written on the four pillars of the house?
- What is the meaning of each?
- How do these four aspects help in the management and development of the subject mentioned in the rooms?
- Is it necessary to improve the mentioned four aspects for the improvement of the present situation of CF? Why?
- What is your role in improving the four mentioned aspects?
- State that sustainable development of CF for local development is possible if the four walls of the four rooms are incorporated for management and development. And explain to them that it is like the roof of the house could be built.
- Describe that local development is possible through sustainable management of the CF and contributes to poverty alleviation.

4. Clarify the participants’ query, if any, through discussions.
5. Evaluate and wind up the session by asking the following questions:

- What is the achievement of third national workshop?
- What is the meaning of good administration?
- What helps reduce poverty incidents through CF management?
- State the CF vision briefly.

**Guidelines for the facilitator:**

- Tell the participants that the picture shown in activities No. 4 was the one prepared in third national workshop held every 5 years. Remind them that the first national workshop was held in 2044 and the second in 2049. Main achievements of the first, second, and third national workshops are the formation of forest development master plan, forest policy and 15-year CF vision respectively.
- Discuss the four aspects of room. Explain the walls are the bases for any house and are important just as the ‘four aspects’ to achieve the CF goals.
- Explain to the participants that they can make headway towards the goal of poverty alleviation only after the goal of local development through sustainable CF management is achieved.
- Inform the participants that, group representative, federation, forest ministry, Forest Department, district forest officers, forest-related institution, local government agencies and projects participated in the third national workshop. And also inform that the participants had expressed their commitment in preparing an action plans to achieve the CF vision.
Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal

Study Material Session No. 2.5

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By
WATCH
Community Forestry Law and Policy Section
Session no: 3.1
Time: 3 hours

Background:

The previous sessions should have apprised the participants of CF. They might have also heard of the CF theory, policy and master plan in the past. But they also need to know what a forest development master plan is. This session aims at acquainted the participants with the fact that the forest development master plan is the policy relating to forests, on the basis of which forest related laws are formed.

Purpose:

To acquaint with the spirit of the forest development master plan.

Learning objectives:

At the end of session, participants will be able to:
1. Describe the background of forest development master plan formation.
2. Enumerate the four bases of development imperatives mentioned in the forest development master plan.
3. State the primary and supportive programs mentioned in the forest development master plan.
4. Describe 5 important points of the forest development master plan.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Meaning of the forest development master plan.
   ? Ask what development is, and discuss.
   ? Highlight that the forest development master plan is the State’s policy on forest, and give a briefing of the background of formulating the master plan.
3. Group work (In order to enunciate the program and basis of development)
   ? Have the participants split in 3 groups, and discuss the questions mentioned in the metacard given to them each.

Questions:

? What are the four development imperatives of the forest development master plan? And why?
? What are the primary programs of the forest development master plan? Why?
? What are the supportive programs of the forest development master plan? Why?
4. Small group work presentation
   ? Make short presentation after the small group discussion.
   ? While discussing the four imperatives of development, illustrate the example of the ‘four wheels of a vehicle’. (Just as a vehicle cannot run without four wheels, development is also not possible without its four imperatives)
Explain the primary programs prepared by the forest development master plan for development.

Highlight the supportive programs envisaged in the master plan, and state how those programs contribute to the primary program, in light of the community forestry program development.

5. Presentation of Characteristics.

Distribute the reading materials of the forest development master plan that contain the important qualities of the master plan and let the participants discuss.

(See the forest development master plan, Page No....)

6. Evaluation and conclusion of the session:

Evaluate the session by asking the following questions

a) What are the four mentioned imperatives of development in the master plan? Why are these imperatives important for development?

b) What are the primary (preliminary or initial) and supportive programs of Forests?

c) How do supportive programs help those primary or initial programs?

d) What are the important points of the master plan? Enumerate any 6 points.

6. Wind up the session with thanks.

Materials:

- Reading materials on historical development of forest policy
- Book on the forest development master plan.
- Reading materials containing the master plan's important characteristics.

Guidelines for the facilitator:

Prepare brown paper mentioning characteristics.
Major Characteristics of the Forestry Sector Master Plan

1. Four imperatives of development adopted by the Forestry Master Plan are as follows:
   - Fulfilment of the Basic needs
   - Sustainable use of the forest resources
   - People’s participation in the benefit-sharing and decision making process
   - Social and economic Progress

2. Primary Programs of the Master Plan:
   - Community Forestry and Private forestry: aimed at development and management of forest resources for fulfilment of basic needs of individuals and community through their active participation.
   - National and Leasedhold Forestry: aimed at development and management of national forests by the government and private sector by giving them in lease as supplementary to the Community and Private Forestry.
   - Forest-based industries: aimed at helping the production of different goods made of timbers as per people’s need and at creating economic contribution through industrialization.
   - Medicinal and Aromatic Plants (MAP) and other Non-Timber Forest Products (NTFPs): aimed at increasing the production of MAP and other NTFPs and supplying them to the local and foreign markets.
   - Soil conservation and watershed management: aimed at conserving the quality and value of land while mobilising local and national resources.
   - Conservation of the ecosystem and genetic resources: aimed at conserving the specific areas for the in-situ and ex-situ situations of ecosystem, and value of the gene resources of plants and animals.

3. Supportive Programs of Master Plan:
   - Law and policy reform: aimed at developing draft of laws that will increase the contribution to people, community and organization in conservation, management and development of forest resource.
   - Institutional reforms: aimed to improve the institutional structure of the concerned bodies for effective implementation of the programs.
   - Human resources: aimed to upgrade the human resources and their capabilities for implementation of forest development programs.
   - Research and extension: aimed to improve the research and development (R&D) programs for improving the information dissemination on the forests.
   - Support to resource information and planning: aimed to build capacity on information system, survey, data collection and implementation of other informative programs under the Ministry of Forest and Soil Conservation, to make available the managerial information required to formulate long-term plans and action plans of the private and government sector.
   - Monitoring and Evaluation: aimed at bringing operation and implementation of the forest development programs into the mainstream organisational system, and refining the monitoring data of the programs so that the information provide requisite guidance to the programs.
4. Prerequisites of national development like peace and security can be fulfilled only if basic needs of the people are satisfied.

5. Forest resources could contribute to the nation only if they are wisely and rationally used without adversely affecting their productivity.

6. Over-centralization of the decision making authority would help weaken morale and confidence of the people.

7. Abundant local sources and power of local communities may be creatively managed and mobilised through community forest development program.

8. If the right of decision-making was decentralised to the level of user groups dependent on forests, their decisions would be more action-oriented.

9. Key to sustainable development of forest resources of the country is the involvement of user groups in the processes of decision making and benefit sharing.

10. Peace and prosperity of the nation would suffer if fulfilment of basic needs could fetch no opportunity to uplift the standard of living.

11. Programs should concentrate on the people below the line of absolute poverty.

12. Priority products are medicinal plants for health, fuelwood for cooking purpose, timber for building construction, fodder for cattle.

13. The forests in vicinity to the users shall be managed by themselves.

14. The major responsibility of the government field workers shall be to facilitate and support the people for sustainable use and management of forests.

15. The people’s traditionally accepted right to make decisions on fuelwood and fodder collection free of cost shall be systematised.

16. Decentralization policies shall be implemented in the community forestry program before any other programs.

17. Excess of forest areas over the local people’s basic needs shall be managed by the people below poverty line, small farmers and forest-based industries respectively.

18. Multiple use of land through the integrated farm system shall be promoted in regard to the programs of land conservation, watershed management, research, extension, and agroforestry.

19. Community forestry shall be promoted by handing over management and conservation responsibilities to real users.

20. The forests in the hills shall be gradually handed over to local people if they wish to manage the forests by themselves.
21. Stress will be placed on information dissemination so that the decision-making women and wood cutters may be take part actively in decision making and benefit sharing.

22. Livelihood of poor and landless people will be maintained by forest related activities.

23. The families living below absolute line of poverty and those committed to family planning are our priority groups that shall be provided with the skill development training and financial assistance to establish nurseries. Their nursery products shall also be purchased.

24. In line with the principle of decentralization, community forestry plans shall be formulated and implemented immediately.

25. Human resources should be deputed to the technical as well as productive works rather than administrative formalities.

26. Salary, allowances, study opportunities and other facilities of all the staff at the Forest and Soil Conservation Ministry should be gradually revised and hiked, so that it will be sufficient to maintain their basic standard of living.

27. Users should be educated to ensure proper and economized use of the forest products.

28. Local users should be made aware that they shall receive the direct benefit from the conservation of natural forests or plantation areas.
Basic Information on Law

Session No.: 3.2
Time: 2 hours

Background:

Participants are probably aware that to operate the CF development program in line with the forest development master plan, Forest Act 2018 was amended in 2048 (4th amendment) and also in 2049 a new forest act was passed as a user-oriented act, and that the CF is handed over according to the Forest Act. However, they may not have the knowledge as to how the laws are formed, or what is the status of those laws, how are they amended and who plays the important role in this process. Participants should make users aware of the laws and legal rights. In addition, they should also encourage the users to lobby through their representatives in the parliament to amend the concerned laws whenever they feel need for them. This session is aimed at educating the would-be facilitators in the law formation process.

Purpose:

1. Explain the law formation process.
2. Impart basic information on law.

Learning objectives:

At the end of this session, participants will be able to:
1. Enumerate the sources of law
2. Explain the formation process of law.
3. State the article or sub-articles and the sections, rules, sub-rules of the Act, Regulations and Directives correctly.
4. Distinguish Act, Regulations, Directives, Constitution and Order.

Teaching-learning activities:

1. Explain the background and objective of the session to the participants.
2. Sources of Law:
   - ‘What is Law?’ Ask the question and discuss.
   - Ask where the law is framed from or, what are the sources of law? Discuss the questions.
3. Law formation process and method of studying
   - State the law formation process (initiate the discussion on the basis of the reading materials)
   - Let participants place the distributed books on law in front of them
4. Evaluation and conclusion of the session
   - For exercise and evaluation, let participants study and identify Forest Act 2049, section 2, part (gha), of the Constitution of the Kingdom of Nepal, article 11, sub-article 2 and Forest Legislation 2051, rule 36, sub-rule 3.
   - Wind up the session with the presentation of the conclusion.
   - Distribute reading materials on law formation process and conclude the session.
   (See legal order)

Materials:

(1) Legal order
(2) A copy each of the Constitution of the Kingdom of Nepal, act, policy, guideline, the constitution of CFUG, action plan.
Chronological Order of Law

The terms: constitution, act, regulation, directive, by-law, treaty, and convention imply the concerned areas alone. But the term, law, covers all of them as well as customs, precedents and other sources of law. Hence, law is a broad term. Likewise, constitution, act, regulations, directives, rules, charter, treaty and convention have a sequential order. Constitution is the main law of the country. Other laws of the country must not contradict with the Constitution. The laws get automatically become void to such an extent that they contradict entirely or in part with the Constitution of the country.

<table>
<thead>
<tr>
<th>Law</th>
<th>Chronological order</th>
<th>Main characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution</td>
<td>Constitution is the main law of the country. All laws must conform with and follow from the Constitution. The legal provisions contradicting the principle of natural justice must not be included in the Constitution.</td>
<td>Constitution encompasses provisions on citizenship, fundamental rights, policies of the state, and responsibilities, duties, and authority of the state and its agencies, as well as power balance mechanism.</td>
</tr>
<tr>
<td>Convention/Treaty</td>
<td>Two or more countries can agree to a treaty or convention for the benevolence of one another. Legal status of convention/treaty is superior to the Act, and inferior to the Constitution.</td>
<td>A convention/treaty provides for the mutual benefits and benevolence of the countries and their people. The states of the concerned countries ought to conform to the provisions.</td>
</tr>
<tr>
<td>Act</td>
<td>The parliament formulates an Act. No Act contradicting wholly or in part with Constitution, cannot be formulated, nor can it be construed, interpreted, and implemented in contradiction of the Constitution, or will become void to the extent of contradiction.</td>
<td>It is the State Government that enforces and implements the provisions of the Act. The Act clearly spells out the responsibility, duties and authority of a person in any specific area.</td>
</tr>
<tr>
<td>Regulation</td>
<td>In conformity and line with the Constitution, Act and other statute directives, the State Government, or its concerned agency formulates regulations.</td>
<td>Regulation spells out the procedures and processes provided in the laws governing them, e.g., the Act.</td>
</tr>
<tr>
<td>Directives</td>
<td>The concerned department formulates directives. It must not contradict with the Constitution, Act and Regulations; or it will become void to the extent of contradiction.</td>
<td>Directives spell out the further procedural steps required for achieving the objectives of Act and Regulations. It facilitates the working process.</td>
</tr>
<tr>
<td>Charter</td>
<td>Charter is something that an institution, organization or community devises to achieve their mutual benefits on the basis of consensus, so as to attain the envisioned objectives. It is mandatory that the concerned unit has approved the charter.</td>
<td>The charter involves the objectives and activities of the concerned institution or community that help implement the programs.</td>
</tr>
</tbody>
</table>
By-laws | Every governmental and non-governmental organization is required to devise the by-laws or rules to carry out their activities. | It includes the procedures to carry out the activities of the concerned institution, organization or community.

Circulars | Circulars are the written communications from the high level to the low-level staff on what to do and what not. | Circulars tell the target staff their responsibility and duties.

**Ramifications of Law:**

<table>
<thead>
<tr>
<th>Laws</th>
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<tbody>
<tr>
<td>Constitution</td>
</tr>
<tr>
<td>Article, Sub-article, Section, Sub-section</td>
</tr>
<tr>
<td>Article, Sub-article, Section, Sub-section</td>
</tr>
</tbody>
</table>
Session No.: 3.3  
Time: 1 hour

**Background:**

Most of the participants of the training are familiar with forest. Forest is where their life is. They have already been apprised of the meaning, definition, and importance of forest. They, however, need to fill the knowledge gap regarding the legal aspects of forest. Therefore, this session is aimed at imparting the basic knowledge of the legal matters of forest to the participants.

**Purpose:**

To acquaint the participants with the legally recognized definitions and types of forest.

**Learning Objectives:**

At the end of this session, participants will be able to:
1. Define forest as per the Forest Act 2049.
2. Enumerate the types of forest based on land ownership.
3. State national forest types based on the way of forest management.

**Teaching-learning activities:**

1. Describe the background and objective of the session.
2. Define the forest  
   ? Ask what forest is, and discuss.  
   ? Provide the definition of forest in light of the legal definition written on the metacard.
3. Types of Forest:  
   ? Ask how many types of forest are there according to land ownership, and what they are. Then, let the participants note down their answers on their copy/paper. Let them present their answers and paste them on the board.  
   ? State with examples that there are 2 types of forest according to the land ownership criterion.  
   ? Ask how many types of national forest are there according to the management of the forest, and let the participants discuss.  
   ? Let each participant present his or her answers and comments noted on the brown paper.  
   ? Let participants ask questions if they have any.  
(See materials, forest and forest types according to law,)
4. Ask the following questions and conclude the session:  
   a) What is forest?  
   b) How many national forest types are there? And on what basis are forests divided?  
   c) How many types of forest are there according to land ownership?  
   d) Re-clarify the issues if the need be, and conclude the session.
Materials:

Reading materials related to forest and its types.

Guidelines for the facilitator:

? Study the Buffer Zone Management Regulation 2052 and Protected Area Government Forest Management Regulation 2057.

? There may be confusion if the forests controlled by the district forest offices are managed through government. Therefore it is necessary to clarify the fact related to the government-managed forests, and the action plan according to the law of land.
Forest and Forest Type on the Basis of Forest Act

According to: Forest act 2049 and Forest regulation 2051
Forest (An area fully or partly covered by trees)

On the basis of land ownership

- **National**
  - A forest planted, nurtured or conserved in any private land owned by an individual pursuant to prevailing

- **Private**
  - **Religious forest**: a national forest handed over to any religious body group or community pursuant to Section 35 for its development, conservation and utilization.
  - **Leasehold forest**: a national forest handed over as a leasehold forest pursuant to Section 32 to any institution established under prevailing laws, industry based on forest products or community for the purposes mentioned in Section 31.
  - **Government managed forest**: a national forest to be managed by His Majesty’s Government pursuant to chapter-3
  - **Protected forest**: a national forest declared by His Majesty's Government as a protected forest pursuant to this Act, considering it to be of special environmental, scientific or cultural importance.
  - **Community forest**: a national forest handed over to an users' group pursuant to Section 25 for its development, conservation and utilization for the collective interest.
Buffer Zone management regulation, 2052  
Protected area management regulation, 2053  
Protected area government managed regulation, 2057

Buffer religious forest  
Buffer private forest  
Buffer community forest  
Protected community forest  
Protected private forest  
Protected religious forest
Identification of legal Issues

Session No.: 3.4
Time: 3 hours

Background:

Every participant of the training is a CF user. Most of them are also involved in the responsible CF-related works. They too have faced CF-related legal queries of users. Legal remedies can be determined only after properly identifying the real problems being faced by the participants themselves or the ones informed by the users. Therefore, this session has been designed to help them properly identify the legal issues.

Purpose:

To identify of legal issues and problems being faced by CF user groups.

Learning objectives:

At the end of session, participants will be able to:
1. Prepare questions regarding CF.
2. Identify legal problems being faced by CF user groups.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Identify CF-related legal issues
   ? Make sure each participant has a pen and paper (copy).
   ? Know from the participants what the users’ queries they have faced so far are.
   ? Know from the participants the legal problems they have experienced that the users have been facing. Have the participants note down their answers to these questions in their paper (copy).
3. Group discussion
   ? Divide the participants in small groups with 4-5 members in each.
   ? Distribute the case study of "Khore Danda" and let them study it.
   ? Ask them to identify legal issues and problems in that case study, and let them note down their answers in their paper (copy).
   (See the reading material ‘Khore Danda case study)
   ? Let them enlist the issues raised by and elicited from the participants, let them discuss and enumerate the points systematically on the brown paper.
4. Presentation of the group work and listing of the problems/queries.
   ? Let the participants make group presentation through the notes on the brown paper.
   ? Let other groups add missing issues, if any, after each small group presentation.
   Let them discuss CF-related activities and prepare a thorough list of CF-related legal issues.
5. Conclude and wind up the session.

Materials:

Copies of the case study of Khore Danda CF.

Guidelines for the facilitator:

? Monitor to make sure that the issue identification has encompassed all the essential aspects. Also interfere and facilitate if any important thing goes missing.
? Concentrate on the legal problems embedded with the issues presented.
? Ask them what they have learnt from the case study, and why the Khore Danda forest could be taken back. And then, further highlight the important aspects of the case study.
Study Report On Khordanda Community Forest
Users Group, Choughare VDC, Lalitpur

Background

Forest is the invaluable wealth of our country. As an important natural resource, forest fulfills basic needs of the people and participation of the users in its conservation and management is very important and indispensable. To achieve these objectives in current situation His Majesty's Government has introduced the Community Forest management concept with a participatory approach. Despite the government’s good move, many of users who are illiterate and unaware of the policies and provisions of Community Forest have been grappling with local elites’ threats and exploitation and facing forged legal cases. Themselves have established the FECOFUN with a view to identifying CF users’ problems and possible solutions, acquainting them with the HMG's legal provisions and policies, and encouraging the users to manage their CFs.

Right from its inception, the FECOFUN has been putting up its efforts to identify users’ problems and CF-related issues and solve them. The present study of Khordanda CFUG, Choughare VDC, Lalitpur represents a case study in which an attempt has been made to identify the root cause of problem of the CF and look for its possible solution.

1.1 Objectives of the Study

Forest is a community’s property and one of the various natural resources that fulfill basic needs of the human beings, so of the Nepali people. With the objective of conservation, management and development of the forest, Federation of Community Forest User, Nepal (FECOFUN) has been established to involve one and all enthusiastically and responsibly in development works and to advocate for the interest of the users and community forest. FECOFUN has been effectively working for the users’ welfare and interest in different issues. Good examples are Kohedeem CF of Tahanun and Bara.

The Khordanda CF is the one the HMG had once taken back and then re-handed over to the users. On Aswin 9, 2054 BS (2054-06-09), FECOFUN’s National Executive Committee assigned Ms. Kamala Sharma the responsibility to ascertain and analyze why the CF was taken back from the users and why subsequently handed over again to them, and also to identify the problems and solutions.

1.2 Method of the study

The methodology adopted for achieving the above stated objectives is discussed below:

? Prior to the case study fieldwork, the DFO in Lalitpur was visited 2/3 times and information was collected from the discussions with DFO officers and rangers, regarding the reasons for taking back Khordanda CF. As advised by the incumbent chairperson of the Khordanda CF recommendation, information was collected from the former chairperson of the dissolved CF Committee.

? The women users were helped with their maize harvesting jobs to simultaneously gather the sought information. Information was also gathered from discussions with officials of the present
Information was also collected by having an intercept conversation with local teachers on their way home or to school, and having an informal chat with other users at the teashops for 2-3 hours. Discussion was also held in the meeting of CFUGC on 2054-9-12 to gather more information. The constitution, OP and other written official documents were used as a secondary source of information collection. Direct observation of the Khorkanda CF area was made for collecting first-hand field information.

1.3 Geographic situation of the Choughare VDC

Lalitpur district is situated in Bagmati Zone of the Central Development Region of Nepal. It is in Lalitpur district the Choughare VDC is located. Thus it is near capital Kathmandu, but virtually too remote in terms of accessibility. The forest area though looks quite beautiful has a difficult terrain where steep, sloppy hills make it hard for the users to visit it for the daily use, and it lies far away from the settlement.

1.4 Geological Situation of the Choughare VDC

The Choughare danda CF is situated at an altitude of about 3500-4000 mt from the sea level. Even though the Chaughare VDC, Lalitpur has a vast forest area, its utilization is currently not possible due to the recent plantation drive. It takes a 10/12-hours walk to reach at the Choughare Khordanda CF from the headquarters of Lalitpur, and 3 days to visit the Choughare slopes. Travel from one VDC to another takes 2-3 hours and 15-30 minutes from one house to another. There is only a fair-weather road, which is also poorly maintained. Only milk carrying vehicles ply in this road, so, people prefer walking rather than traveling by vehicles. Even these vehicles are not available on desired time. Lalitpur district has boundary with Kavre district on eastern side, Kathmandu on the west, Bhaktapur on the north and Makawanpur on the south. Similarly, Choughare VDC has Manikel in on the eastern side, Dalchucki on west, Bhardew and Naldu on north and Bukhel and Sankhu on south. Bhardew is the nearest VDC from Choughare.

1.5 Scope of the Study

This CF is situated at Ward No. 2 of Choughare VDC, Ward No. Lalitpur District. It occupies an area of 261 hectare of natural forests. The forest users hail not only from the Ward No. 6 of Choughare VDC but also from the Ward No. 8 and 9 of Bhardev VDC. Due to proximity to the forest, users from Ward Nos. 1,2,3,7 and 8 also use the forest for their daily needs. Study area is Bhardev VDC Ward Nos. 8 and 9 except Ward No. Ward No. 6. The whole study work is based on these two VDC wards for gathering information related to causes of taking back the CF, and subsequent handover again to the users, as well as the method of group formation and working of the male and female members in the community forest, meeting and general assembly, reviewing previous and current conditions of the Community Forest.

1.6 History of the Community Forest

Located at the Choughare VDC-2 of Lalitpur district, the Khordanda CF is endowed with the natural forest rather than the one planted by mankind. In spite of its vast area it’s forest quality has degraded by human beings and also by nature as the time passes by. Examples include the notorious earthquake of 1990 BS, Revolution of 2007 BS, Forest Nationalization in 2013 BS.
At the national level, since the installation of the Panchayat system in 2017 BS through 2021/2022 BS, the pace of forest degradation accelerated. After 2022 BS, the Panchayat system began to take roots, and also undertook the responsibility of forest conservation. Thereafter, the plight of forests improved slowly, and coupled with increasing number of wildlife including tigers, bears, leopards, hare, and fowl. But, following political turmoil in 2036 BS leading to the National Referendum (Janmat Shangrha), the forests saw unprecedented destruction. The supporters of the incumbent monolithic Panchayat system of polity were accused of making rampant destruction of forests to garner support in the referendum. The Panchayati leaders and their henchmen rather than the local people are to blame for the alarming rate of forest destruction for a few years. The forest destruction across the country reached an alarming rate after the restoration of democracy in 2046 BS. 
In 2046, a forest-fire broke out from the Manikhel VDC extended up to Bhardev. While some conscious people of the VDC were trying to put off the inferno, others maneuvered to collect coal, illegally fell the trees and smuggle them out of the village. It contributed to forest destruction in the village.

1.7 Existing Condition of the CF

The forest damaged in 2046 has nowadays recovered slowly. The forest area is too large for local users to protect it by themselves; so 4 forest watchmens were hired to protect it. The forest area measured 261-hectare is too large so that illegal felling of trees has not yet been fully checked. Not only the users from the Ward No. 2 of Chaughare VDC, but also those from its Ward 6, and from Ward No. 8 and 9 of the Bhardev VDC been using this Khordanda CF. Being a natural forest a large number of the users are dependent on it. For its proper management, the whole forest area has been divided into five blocks.

The Species found in the Khordanda CF and the CF’s working method
Champ, Khasru, Lali Gurans (rhododendron), white lali Gurans (rhododendron), Dabdabe, Nigalo, and allo species are commonly found in Khordanda CF. Most of the users are dependent on forest for leaves, grasses and mulch because there are no paddy and barley available in Choughare VDC but only maize. They harvest mulch from the forest between the period of Poush to Jestha, grass and fodders between Jestha to Marga for their cattle.

Firewood: Each household pays Rs 15 per month for firewood, grass, fodders and mulch. Dead wood and dry firewood other than live, green plants are permitted to collect round the year from the forest.

The objectives of CF as per the OP:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Block No.</th>
<th>Hectare</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2052/2053</td>
<td>1</td>
<td>15</td>
<td>Cleaning</td>
</tr>
<tr>
<td>2052/2053</td>
<td>1</td>
<td>10</td>
<td>Singling</td>
</tr>
<tr>
<td>2052/2053</td>
<td>1</td>
<td>25</td>
<td>Thinning</td>
</tr>
<tr>
<td>2053/2054</td>
<td>2</td>
<td>15</td>
<td>Cleaning</td>
</tr>
<tr>
<td>2053/2054</td>
<td>2</td>
<td>10</td>
<td>Singling</td>
</tr>
<tr>
<td>2054/2055</td>
<td>2</td>
<td>15</td>
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<td>2055/2055</td>
<td>3</td>
<td>20</td>
<td>Cleaning</td>
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<tr>
<td>2054/2055</td>
<td>3</td>
<td>10</td>
<td>Singling</td>
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<tr>
<td>2055/2055</td>
<td>3</td>
<td>10</td>
<td>Thinning</td>
</tr>
<tr>
<td>2055/2056</td>
<td>4</td>
<td>10</td>
<td>Cleaning</td>
</tr>
<tr>
<td>2055/2056</td>
<td>4</td>
<td>20</td>
<td>Thinning</td>
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<tr>
<td>2056/2057</td>
<td>5</td>
<td>15</td>
<td>Cleaning</td>
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<tr>
<td>2056/2057</td>
<td>5</td>
<td>15</td>
<td>Singling</td>
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<tr>
<td>2056/2057</td>
<td>5</td>
<td>20</td>
<td>Thinning</td>
</tr>
</tbody>
</table>
1.8 Concept of the Community Forest

"We are responsible for protecting our surrounding forests, otherwise we have to face the hand-to-mouth problem in the future." So did the people realize after the Master Plan For Forestry Sector 2046 was formulated notwithstanding the fact that the Forest Act and Forest Regulation had not yet been prepared. Some of the intellectual people like Buddhi Bahadur Lama, Bir Bahadur Lama, Surya Bahadur Thing and Shyam Lama constituted the committee for the forest conservation. Illegal tree felling/cutting of the forest and smuggling reduced, however the committee could not work so well until 2052 BS. After enforcement of the Forest Act user groups started managing the Community Forests. Only then did the users make it Khordanda CF.

1.9 Process of Group Formation

In presence of 40/50 peoples including 15 women participants and some respected of peoples, a 17-members committee (2 women and 15 male) was formed in premises of Jaynudaya Primary School with support of Bhirav Youth Club on 2nd Ashard, 2053 BS. Shyam Lama was selected as the chairperson. Local Ranger Hreedaya Kumar Jha had attended the meeting. Then, users were identified without household visits according to the population data of the VDC. “Due to the geographic inaccessibility, user identification through household visits in Ward No. 4 and 5 were also not made,” said users. But in VDC’s Ward No. 1, 2, 3, 4, 7, 8 and 9, household visits were organized and the chairperson clearly informed users about the importance of CF and its formation thoroughly.

1.10 Support and participation in the Constitution and OP preparation

Users say that due to remoteness of the users settlement of Khordanda CF, the Constitution and OP was prepared only in the meeting of fewer than 60 users with the support of Ranger but without small interest group discussions. Thus, user lacked proper understanding about the CF significance. The users say that if all the users were made aware of the importance of CF, they would foster the feeling of belongingness towards the forest and its rules. They were of the opinion that impact on the users will be tremendous, even if the ranger briefs and informs people in small groups about the legal provisions.

1.11 Information gained from group formation

At the initial stage, all the respected persons were informed of the group formation by letters. There was the time when male people were more emphatically educated on forest conservation than their female counterparts. Then obviously did it give a wrong message to the female that understanding the importance of forest conservation is not their cup of tea. Male users also stuck to their gun that women had to get involved in domestic works and nestling their offspring and therefore, spared no time to take part in the forest conservation meeting. Then, to learn about females' perspective on the CF, discussion was held and they were asked what the CF was. They knew nothing except paying Rs 15 for firewood. They told that they had been confined within the four walls making them aloof from learning such important things.

1.12 Hand over process (conflict, consensus and unanimous approval)

There had been no conflict during the initial stage of group formation in the Khordanda CF. All the users well aware of the CF, even though constitution and OP had been prepared in...
presence of only 50/60 users. But the decision of forming the CF was made in users’ general assembly. The Certificate of handover was provided on 27th Ashad, 2053 BS. The District Forest Office had summoned the Chairperson Shyam Lama to the office and handed over the CF to him along with a certificate.

1.13 Causes of Conflict

After formation of the Khordanda CF User Group, four-forest watchmen were hired with a monthly salary of Rs 600 per person. When the user groups could not pay the monthly salary, they grappled with the issue as to where they would get the money to pay for the watchmen. With the problem looming large, it became difficult for them to raise the forest product consumption levy of Rs 15 monthly from every household. To solve this problem, the ranger who had helped formulate the OP and constitution suggested them that they could utilize the old, dead trees for raising funds, through making commensurate amendments in the OP and Constitution.

Chairperson Shyam Lama put up his proposal to DFO Mr. Gopal Bhakta Mathe before taking decision of the OP renewal. DFO also agreed on OP renewal to allow disposal of old trees for fund-raising. They conducted the meeting on 2052/6/30 after DFOs’ commitment to provide a ranger’s technical support. They developed an idea for cleaning and singling on 2052/2053 in block no. 1, but after finding such activities unsuitable for that particular block they planned to try it in block No. 2 and renew the OP. Then they forwarded the application for the OP renewal to the District Forest Office, which the District Forest Office also approved. The chairperson asked the DFO for a stamp while cutting the tree, but the DFO and Ranger cited an example of Lele where they had also used just enamel and mark for the tree tagging, so they rejected the need of stamp. Then, the chairperson gathered some active users of the group for disposal of trees under the Ranger’s leadership on 2052/7/18; all of them went to the CF and worked for two days to mark the trees.

Kanchha Lama, Aakal Bahadur Lama, Shyam and Surya Bahadur Lama said that before blazing the tree they had called the meeting and asked users if they needed timber with payment but the users replied them that they needed no timber nor could they pay any amount. The users also told them to sell it in the market and use the proceeds to pay the forest watchmen’s salary. Chairperson Shyam Lama said that after a few days of blazing, both Shyam Lama and Ranger Hreedaya Kumar Jha submitted the application clearly mentioning that some 96 trees had been marked between 2052/7/18 to 2052/7/20 and which and the DFO had signed. But it was their strategy that they did not show the application during the case, lest (because) the application might be a proof of the reality. Shyam Lama further said that the DFO had directed the ranger to burn the trees, so that the trees can be utilized without damaging the forest quality. In return, the ranger informed the DFO that he had burnt down only dead, old trees, as well as inferior dadbabe, khasru, banjh and Kalikath.

They started harvesting the burnt trees on 2052/7/14 after the ranger refused to attend it, as he cited his preparation for taking the exams for the post of officer, and informed he would not mind if only the burnt trees were cut. They informed the Range post and District Forest Office by a letter that they had been continuously cutting burnt trees from 2052/9/5. On 2052/9/5 Range Post ranger Bishnu Kanta Mishra reached the working site and raised the question as to who permitted them to cut the trees in absence of the technician. At that time the ranger had reached there on his way from Manikhel for his own business. The Ranger...
tried to reach the chairperson, but he had gone home for his lunch. The Ranger handed a letter for the chairperson to local users and asked them to send him (Shyam Lama) to former’s office. Next day, Shyam Lama went to the District Forest Office, Chapagaun where the ranger made him mention the date as 2052/9/5 instead 2052/9/6 and sign the letter 6. While Shyam was having conversation with the DFO, in presence of the ranger, former ranger Hreedya K Jha of Tika Bhirav Range post arrived. Ranger Jha kept mum when questioned by the DFO why he did not provide the technical support during the tree felling.

**DFO’s Statement made to Shyam Lama**

It so happened that when the assembly was held at Godawari, Lalitpur, then Upper house member Keshar Bahadur Bistha blamed DFO Gopal Bhakta Mathema of selling off the timber of the Khordanda CFUG and tagged him as the ‘DFO of 9 lakh rupees’. Then, off the meeting, the DFO asked Shyam Lama how many trees had been cut so far and instructed not to cut any more.

On 2052/9/12 the DFO went to Khordanda CF for observation. From Singaney Bhanjyang (pass), the DFO called Shyam Lama and coerced him to confess the wrongdoings, so that the former would also accept his mistakes. Shyam wondered why he was supposed to do so. He also queried the DFO. Then, the DFO told him that the Department had summoned them on 2052/9/13 at 10 O'clock where the latter must be present anyhow. As per Shyam Lama, the DFO had told him he would have been arrested and reprimanded, if he had done those things with his individual status. He quoted the DFO as saying that things were not that serious, as it was something the group has committed.

Chairperson Shyam Lama, secretary Buddhi Man Lama, and joint secretary Surya Bahadur Thing visited the District Forest Office on 2052/9/13 about 10.15 am, and found the DFO already left for the department after receiving a phone call from the department. After some time, the DFO returned from the department and told them that he (DFO) could be dismissed from his current post. According to the Shyam Lama, DFO had told him that it was Kesher Bahadur Bista to decide his fate; and that Shyam’s visiting Bista could have saved the DFOs’ job and as well as Shyam’s too. Shyam recalled that on the DFOs’ request he had opted to visit Bista who was a representative from the Constituency No. 1 of Lalitpur district. Bahadur.

**“Had anything gone wrong between you and Keshar Bahadur Bista?” Shyam Lama answers the question thus:**

Prior to this, in the general elections of 2048 BS, Keshar Bahadur Bista had contested from Lalitpur as a National Democracy Party (Rastariya Prajatantra Party) candidate. But he and his part RPP had very meek support from the Choughare VDC.

In course of his election campaigning, when Keshar Bahadur Bista was about to enter Choughare VDC, local cadres of Nepali Congress and CPN-ML Parties did not allow him in. Shyam, a Nepali Congress Unit Committee worker himself, suspected this incident as souring the relationship with Bista.

Former secretary and incumbent treasurer of the CFUGC, Surya Bahadur Thing was the staunch supporter of Keshar Bahadur Bista who had belonged to the RPP in 2048. Bista lost the parliament (lower house) election in 2048 but was nominated to the Upper House after he switched over from the RPP to Congress party. Keshar Bahadur also had requested Surya to join Nepali Congress but he refused only to worsen their relationships.

Shyam Lama told that Mr. Bista had mingled the conservation issue with political party matters in their meeting. As per Shyam Lama, in recognition of his (Shyam’s) good job in the
On 2052/9/19 at 9.30, on his way back home, Shyam got a message from Jyoti Koirala that new DFO Diwakar Patak had called him (Shyam) at the District Forest Office. He rushed to the office by an Office vehicle; he found new a DFO, DG and four people around.

Then new DFO Diwakar Patak reportedly asked Shyam Lama if he was the chairperson of the Khordanda CF. After shyam’s answer in ‘Yes’, the DFO grumbled that the Khordanda CF users were working haphazardly without taking any technical advice from the concerned authority. Shyam reportedly clarified how the OP was actually renewed, and how old trees were burnt with the support of Ranger Hreedaya and after having obtained the consent of the District forest Office. Meanwhile, the DG of the department expressed that there seemed no weakness from their side and exited from the office.

The new DFOs told Shyam that the former DFO, ranger and 4 forest guards had been dismissed. He further apprehended Shyam saying, "Now, shall I take you to the police custody or imprison?" By flaying Bista’s misdemeanor, Shyam said he had answered thus:" How could it happen until and unless I have not committed any mistake? Even if it has to happen so, you sir can take me anywhere you wish to."

The new DFO was of the opinion Shyam had been politically motivated, so commanded him not to do politics anymore. The DFO said their Users Group registration had been annulled on 2051/9/18. "You guys must work under the rules and so will I," new DFO said.

After some time, Shyam Lama was imprisoned from 2052/9/19 to 2052/9/30 in the Nakhu Jail of Lalitpur. Right then, on 2052/9/30 a Subba (non-gazetted level officer) of the DFO took the statement from Shyam Lama who said that he had been bombarded with so many cross-questions which he had answered clearly without losing his position or stance.

### 1.14 Criteria of taking back Community Forest

Statement of the past Secretary Buddhi Man Lama and present Secretary Akkal Bahadur Lama of the Khordanda CF:

“They did nothing irregular or wrong in the Khordanda CF. All they did was cleaning, thinning and singling activities in the Block No. 2. It was done on the basis of the decision made in all users’ assembly. Therefore, the OP was also renewed; only thereafter they enameled and marked the trees, that too in support of Ranger Hreedaya to cut and burn the trees.”

“One of the main causes of the taking back of the CF is political in nature.”

According to Akkal Bahadur Lama, Buddhi Man Lama, Surya Bahadur Thing and Shyam Lama, "It's highly regrettable that a political reason is responsible for taking back the CF from the users, particularly thanks to Keshar Bahadur Bista. And the following is what Aakal Bahadur Lama, Surya Lama, Buddhi Man Lama and Surya Man Thing quoted Mr. Bista as saying at the inaugural function of Gyanodaya Primary School:

"It seemed it was a joke, but the taking back of the Khordanda CF and filing cases against the CF’s committee members happened to be a serious case eventually. This all was done..."
Aakal Bahadur Lama, Surya Lama, Buddhi Man Lama and Surya Man Thing put the possible reasons as:

- The users just used black enamel to notch + mark in the tree to be felled/cut instead of duly ‘stamping’ them.
- They cut the tree well below the mark instead of cutting only upto the marked level.
- The agreement paper signed by Ranger Hreedaya Kumar Jha and the User Group Committee’s Shyam Lama went missing so that the misunderstanding was fuelled after burning 96 trees marked + with black enamel.
- The Ranger abstained from making his presence on the spot where the trees marked with black enamel were burnt. Out of fear of losing the job, he also declined to acknowledge later that the trees were not marked.
- Dirty play of politics.

1.15 Users’ comments after taking back their CF

Users were very happy after taking over the Community Forest but their joy was short-lived because of the legal case at the court. They were frustrated with the case unfairly filed against them, so wished they did better without having a community forest but a government forest as in the past. They could collect forest products regularly from the government forest in the past. They had to bear the brunt of lawsuits instead of benefiting from their owned forest. They blamed Ranger Hreedaya Kumar Jha for the ordeal. They had their bread-and-butter problem worsened with the undesirable legal case meted out against them. It only demoralized them to work for management of the forest conservation.

1.16 Process of the CF formation, taking preventive measures for grass, timber and firewood, and provisions for forest conservation

All the users are not aware and concerned about the benefits stemming from the forest and sustainability of forest products. However, some of them have anyway made contributions in forest conservation. Users involved in the CF hail from very far, scattered places, some even from almost inaccessible locations that often make their presence in the meeting and assembly too difficult. The vast natural forest is endowed with a big amount of consumable trees. Therefore, the users from the locations as far as Bhardev VDC have been included in the CF but they fail to show adequate interest. To protect the forest they realized the need of hiring three watchmen for a monthly salary of Rs 600/-. The persons selected as watchmen were:
1) Shanta Bahadur Dhayawa
2) Nakal Bahadur Sayantang
3) Ram Bahadur Ghodawa

They had employed the watchmen because the forest was too large for the users themselves to monitor, and there was possibility of illegal coal making, and unabated collection of firewood and timber cutting. At this moment, committee has thought of opening the forest for the collection of dry leaves, mulch and dry firewood. Every household of the users was required to pay Rs 15 for collecting such products that would collect the fund for the watchmen’s salaries. However, all the households’ monthly payments were not equally regular; some even defaulted. But, they have no definite rules to check the defaulting
Users still doubt and fear recurrence of such events in future, if they again get involved in the community development activities. Interestingly, it is particularly the male users who express such doubt and fear. Going by the women’s replies collected earlier, they were not informed adequately about the CF, OP, and Constitution, Meeting and Assembly. All they knew was the levy paying of Rs. 15/- for firewood, grass, mulch and dry leaves. But the study contradicts from the load of work women do for forests; it shows the women discharge a whopping 85% of the forest-related works and men does only 15%.

1.17 Condition of Community Forest after taking back the CF from the users

The DFO sent a letter to the Users Group on 2052/9/20 informing them of taking back the CF from the users. Their registration was dismissed on 2052/9/18. After that the DFO started patrolling the forest through a team of 2-8 people who stationed themselves at Jai Bahadur Thing’s house from 2052/9/23 to 2053/2/18. The patrolling team, however, irritated the users and paid no or very little interest in preserving the forest, e.g., they harassed measuring the timber extracted from private land of the users, and threatened the users. Instead of preserving it, they contributed to rise in illegal cutting of trees and degrading forest products increased. The patrolling team became unable to protect the forest and soon sneaked out of it. Sooner the rapid degradation of the forest quality was anticipated by the DFO. This made the DFO hand-over the CF again to the users themselves even at a time when the case against them was under consideration at the court of law.

1.18 Need for amending the Operational Plan

The total area the Khordanda CF that was handed over to users is 261 hectares. After the CF hand-over, users’ interest in protection, management and utilization of forest got a boost. They thought of fund-raising Rs 15 from every household for using the forest products and allocating them for four watchmen’s salary of Rs. 600 per person. With the users getting unable to pay it regularly, paying the watchmen with salary became a problem. Hence, Shyam Lama asked the DFO and ranger for support or suggestion. Although they showed their inability to support them financially they suggested to sell old and deceased trees for funds collection. For this, they advised amendment of the OP. Accordingly, Shyam Lama called users’ meeting on 2053/7/29 for discussing the OP amendment to raise funds. The meeting agreed with his proposals. In the meeting that decided the OP amendment, there were about 60/65 people that included 10-12 female members. The same meeting also divided the works under the leadership of Chairperson, Secretary and Joint-Secretary.

1.19 Methods of working and communicating in the CF

All the users are called to the assembly in which relevant information is disseminated, e.g., each household should pay Rs 15/- per month; forest is opened for first 6 months for collecting green grass and other 6 months for collecting mulch, dry firewood, green wood cutting; using axe is prohibited inside the forest; and users are required to attend the assembly. But, letters are sent to inform the users living in the far-flung areas. Women are the primary users of forests while men are involved only in heavy task. Women discharge at least 75% of the total forest-related works simultaneously with their busy domestic works.
The existing committee has 14 members including one female. The former committee had 17 members that included 3 female members. Shyam Lama and other few people visited some of the houses in their proximity during the household visit program to inform them of the way of working in the CF.

1.20 Meeting of Committee and General Assembly

Some time after the CF handover in 2052 BS, users were enthusiastic and active for working. At that time, they conducted committee meeting on the 2nd of each month and general assembly twice a year. They issued letters to call the users to the general assembly but sooner their charm and enthusiasm towards the CF subsided and the quantity of work done also shrank. This problem got aggravated due to the committee members’ inability to regularly attend the committee meeting, and general assembly. It blew up out of proportions when the number of users increased from the inclusion of Choughare VDC and Bhardev VDC – Ward No. 8 and 9.

Users Group Fund and mobilization method

There was no bank account for two years of Choughare CF hand-over. The previous committee’s plan failed because there was no money and also treasurer had resigned from his post. After the OP renewal, they had raised an amount of Rs 78,000/- from selling the dead, chopped trees for Rs 3000/- per trip. They spent part of that amount for paying watchmen’s salary and the balance of Rs 28,610/- was with the Chairperson. The DFO took the remaining amount through deposit receipt signed by Shyam Lama of the office after taking back the CF. The users did not know the reason of seizing that amount of Rs 28,610/- But Shyam Lama said, "In absence of the bank account, they might have suspected aberration of the fund, so the users fund was taken; it is what DFO Diwakar told me." Chairperson Shyam Lama has kept the deposit receipt of Rs 28,610/- instead.

1.21 Impact of the CF on User Groups

The community forest could not make positive impact on the Khordanda CF users. Some of the elites have understood importance of CF and felt that the CF is for users. If elite did not handle the CF, it could be very difficult to solve the daily bread and butter problem. But general users felt that the CF had prohibited them from cutting trees, and all they could get is dry firewood and grass. They had to face a lot of hardship for a small mistake they had committed in the CF; it is the most discouraging for them. They also came to know that legal case needs the concrete proof and evidence. It made them realize their weakness of understanding and complying with legal requirements and process. For example, they could have avoided the legal case, had they obtained the ranger’s signature in the minute book when the decision was made to burn the trees barely marking + with black enamel. Had they done so, the DFO and Ranger could not have given the false statement of their absence in the court while burning the trees in the CF.

1.22 Re-hand-over Process of the CF (despite the case in the court under consideration)

Taking back of the CF had resulted in massive deterioration of the forest. The DFO realized this could be stopped only after the re-handover of the Khordanda CF. On 2053/3/2, ranger Thakur Wagle went to the Khordanda CF for forming a new committee. In spite of his endeavor for 4 consecutive days, nobody became ready to be committee member. So, he
eventually called on the old committee Chairperson for the cooperation. Then, both of them went to Singane Bhanjyang and gathered some users for discussing a new committee formation. But the users did not budge from their stand that CF was a pretext to trouble innocent, honest people. Empty-handed the Ranger Wagle returned to the office. Again two days later on 2053/2/27 Ranger Wagle called on Bhir Bahadur Lama and Surya Bahadur Thing, members of the dissolved committee, and decided to form a committee by every possible means. Then, they also inducted the users who happened to visit the dairy for selling milk into the committee, and finally formed a 14 member new committee with the following office-bearers:

Chairperson: Bir Bahadur Lama (member of past committee)
Vice-chairperson: Kancha Lama (member of past committee)
Secretary: Akal Bahadur Lama (member of past committee)
Treasurer: Surya Bahadur Thing (Vice-secretary of past committee)
Member: Ganesh Bahadur Ghodhawa (member of past committee)
Member: Lok Bahadur Thing (Treasurer of past committee)
Member: Krishna Prasad Sapkota (Ward No. 4)
Member: Asali Maya Ghodhawa (Ward No. 2)
Member: Jeet Bahadur Ghodhawa (Ward No. 2)
Member: Bhejuli Lochan (Ward No. 1)
Member: Gharve Ghodhawa (. Ward No. 2A)
Member: Karna Bahadur Thing (Bhar dev VDC-9)
Member: Khaduwa Ghale (Bhar dev VDC-9)
Member: Samar Bahadur Lama (Ward No. 3)

1.23 Method of forming a new committee

The case was filed against the CFUGC but the CF was again re-handed over without the court's final decision. More than one-thirds of the dissolved committee members had been inducted to the new committee too. Past committee member Bir Bahadur Lama was made the Chairperson of the new committee. Users said that even after forming the new committee, old OP and constitution was not amended but kept as it was before. The new committee was formed even without small group discussion, which means the due process of CF formation was not followed. The users who had visited the dairy were made to form the meeting group through misrepresentation. According to the members of the past committee, one thirds of the past committee members were forced to join the new committee. They were sore over the confusing government policies in regard to the new committee formation.

1.24 Monitoring and support of District Forest Office and its impact

The Khordanda CF was handed over to its users on 2052/2/27. Some good support and suggestions did come from the District Forest Office after 4/5 months of the handover. But after taking back the CF, the DFO abstained from supporting the CF in any way, and the court case further weakened the users’ trust and faith on the DFO. Their respect towards the DFO staff in the erstwhile period then turned into the bad. The DFO’s legal case had only harassed them. They were sore and grieving particularly about the Ranger Hreedaya Kumar Jha who had deceived them like any stupid fellow.

“He had no humanity because he lied stating that he was not involved in burning the trees,” they said. “He never bothered to recall the family-like affairs including having our tiffin together.”
To tell the ground truth, that time on, they also assumed all DFO staff as those lacking credibility and good intention. They realized that they must have obtained the signature of Ranger Jha in the minute book that must have averted any case of filing lawsuit against them. Upon the DFO’s request, the user group report on the Khordanda CF activities was submitted on 2052/9/8. There they referred to the application, dated 2052/6/11, for cutting dead and deceased trees and the contemplated technical support of the Ranger Hreedaya K. Jha on 2052/7/19 for burning them.

**Statement of District Forest Office (DFO)**

DFO accused the committee of amending the OP on 2052/8/8 after the latter had decided OP amendment on 2052/7/29. The DFO stated the reason of the second amendment of the OP thus "one of the INGOs Red Cross had committed to support them for apple farming there. Removing or disposing trees against OP and without presence and observation of forest technicians is against the forest laws. So, the case was filed as per the section 52 of the Forest Act-2049.”

But the users had a different story to tell. They said the OP was amended not twice but only once, and that too through the consent of general assembly. They had planned farming/cropping apple trees only in block No. 1, because of its suitability in that block. They also had expected it to serve their fund raising purpose. They said, it was on 2054/9/12 when their meeting with users including Bhim Dhawa, Akal Bahadur, and Surya Bahadur Thing, was on, Red Cross Chairperson from Choughare VDC, Kanchha Lama informed them of the Red Cross support if they opted for apple farming. With the support of CDHB, an INGO, the users had attended a training program on planting local species like Okhar, Lekhchanp and Nevaro to produce the fodder species, as well as to establish a nursery for producing 5600 plants of fodder. Later, when the forest was taken back all the fodders went rotten. The users felt that their starting of a good work was impeded, which only hit their enthusiasm and zeal. “It takes us a long time to recover from the blow,” they said.

**1.25 Settlement condition of the Khordanda CF user group**

Khordanda CF is situated at Ward No. 2 of Choughare VDC, Lalitpur. Human settlement of this VDC is very scattered and sparse. Users also hail Ward No. 8 and 9 from Bhardev VDC and covers Ward No. 6 of Choughare VDC. Despite the large number of users, all are not regular users of the forest. Because of the distance of the settlement from the forest, only 75% users use the forest every day. Due to the tiresome journey and physical strain, they would need a day’s rest after collecting forest products from the CF.

People of Tamang ethnic group are living in all the wards except Choughare VDC of Lalitpur. Brahmin mostly inhabits in Ward No. 4 with a few families also of Sunar, BK, and Pariyar. In regard to the Tamang’s genealogy, study showed that about 300 years ago, Karnae Singh Thing and Tare Lama Dhadawa had come from Sindhupalchok and Chamjo Newari Chok of Gorkha respectively and settled themselves in Chaughare VDC of Lalitpur. However, the origin of ancestors of other Tamang groups like Syangtang and Godhawa is not known as yet.

**Case filed against the Committee members**

On 2052/9/18 Khordada community forest user group registration was annulled and from 2052/9/19 to 30, the Chairperson of the Khordanda CF Shyam Lama was imprisoned at Nakhu Jail, Lalitpur. The Section 29 of Forest Act -2049 has provided that the user group is
authorized to punish those violating the OP, or demand compensation for the damages. But there is no provision for imprisoning the concerned Chairperson in the law. After studying the legal provision of CF, the users discussed this issue at length.

**Case filed against the 11 members of the Khordanda CF Executive Committee**

After having released from the jail, the chairperson was summoned at District Forest Office for clarification on 2052/9/30. Similarly, Surya Bahadur Thing and Buddhi Lama were also summoned at District Forest Office for clarification on 2052/10/10. After clarification, the three were released on bail after being summoned twice at the District Forest Office. After pestering them for a couple of times, Ranger Ras Lal Shaha finally registered the case against Shyam Lama, Buddhi Man Lama, Surya Bahadur Thing on 2053/2/11. They deposited Rs 1000/- each and released on bail on 2053/2/22.

**Third Step**

The Khordanda CF committee formed in Aswin 2053 BS had the members:

1. Bir Bahadur Lama
2. Dev Bahadur Lama
3. Lal Bahadur Thing
4. Ram Bahadur Dhayawa
5. Shanta Bahadur Dhayawa
6. Ganesh Ghodowa
7. Akal Bahadur Lama

Only Shanta Bahadur had to deposit Rs 1000/- for this committee. Out of the 11 members of the past committee, 5 members deposited and 6 members did not deposit, yet all of them were released on bail. Ironically, the DFO decided not to file the case against the Ranger Hreedaya Kumar Jha as he rejected his involvement in blazing the trees marked with black enamel. But, as the litigation at the court of law progressed, a case was also filed against him (Hreedaya Kumar Jha) as the Judge ruled that the case could not be filed without impeaching him.

According to a CF committee member’s explanation, the court decision on the case filed on 2053/2/11 has not come till date. According to Judge of the court, ranger Ras Lal Saha—the plaintiff, has not provided his statement yet, despite the court notification for several times. The court has therefore informed that it could not take the case ahead without Saha’s statement. The users who were made defender in the case, describes their woes related to the case, as they had to take loans for defending themselves in the case. “Because we have no other income sources and the case has been pending for last 2 years,” they said.

**1.26 Political imbalance due to the Court Case.**

Buddhi Man Lama and Surya Bahadur Thing were the active party cadres of CPN-UML and RPP of the Choughare VDC, Lalitpur respectively. The case filed against them only weakened their economic condition. So, both of them defected to the Nepali Congress Party, after Mr. Bista had assured them of their release from the case for the Nepali Congress party membership. But despite changing their party, they got nothing for last 5/6 months; they were still pursuing the case. Finally they returned to their previous parties.

Former Chairperson of the Khordanda CF, Shyam Lama had worked as Nepali Congress village unit committee member while Keshar Bahadur Bista had been with the RPP. As Mr.
Bista switched over from RPP to Nepali Congress, the CF users were slapped with the court case. Furious and frustrated, Shyam Lama also defected from Nepali Congress to RPP to show his ire with Bista.

1.27 Financial aspect

The Khordanda CF users’ economic status is very poor. Annual crop production is not sufficient to feed the villagers barely for six months. They have difficulty in sparing resources to buy other necessities like salt, clothes and oil. Lack of good market of their agro-produce and ever-spiraling market price of other necessities only aggravates their problem. They have to trudge up and down to Lele and Chapagaun for each and every thing they require, and it costs them more than Rs 20-25/-. Despite the fair weather road link, they have been unable to market their goods to potential buyers.

1.28 Dairy as the income source and occupation

Jai Bahadur Thing, resident of Choughare VDC, Lalitpur, was a government employee for watching the forest towards 2038/39 BS. On his way up and down the Tika Bhirav village, he observed the butter being produced from milk. Then, he also learnt there was a milk-freezing centre, in Balaju, Kathmandu and that the farmers from Lele and Bhardev supplied milk to them. In no time, all the local farmers and CF users followed Jai Bahadur Thing, as he took the initiative to sell milk there. More farmers/users started selling milk from 2045 BS. Between 2045 to 2054 BS, there was 35% increment in the number of milk selling farmers/users. Now, there are four milk co-operatives and they collect milk from local farmers and deliver it to Balaju, Kathmandu. Once they started selling milk, they felt like earning their livelihood, as it gave them resources (money) for buying daily necessities. Many have adopted it as their calling occupation.
Legal Provision on CF Issues

Session No.: 3.5
Time: 3 hours

Background:

Having prepared and discussed the CF-related legal issues and problems in the previous session, they need to know the legal provisions of and remedies to those issues and problems. Therefore this session is aimed at informing the participants about legal provisions of and remedies to these legal issues and problems as per the law of land.

Purpose:

To impart the knowledge of existing legal provisions of and remedies to the legal problems/issues.

Learning objectives:

At the end of this session, participants will be able to:
1. Classify by topics the issues listed in the previous session.
2. Identify legal provisions regarding the specified issues/questions/problems.
3. Realize the need for informing the users about the legal provisions/remedies.

Teaching-learning activities:

1. Clarify the background and objective of the session.
2. Display at a prominent places the issues listed in the previous session.
   - Launch the group discussions on the following questions,
     - How much legal information do you have on these issues? Do you feel it necessary to have the information that you do not have? Why?
     - Is it necessary to inform the users regarding these provisions? Why?
     - Who should take the responsibility to inform the forest users about the legal issues/problems and their remedies?
     - Do you feel it necessary to know all this or not?

Note: (Participants themselves should have the knowledge before informing the users. They shall make a presentation in the upcoming session on how they are informing the users about the matter)
3. Classification of issues
   - Launch the discussion to classify the issues.
4. Small group division and group work (About the legal solution for important issues.)
   - Divide the participants into small group of 4-5 persons in each, on the basis of the nature of the issue/problem identified.
   - Let them search the legal provisions for so classified issues from the books on law, and discuss.
   - Let the small group members discuss the legal provisions on individual problems/issues among themselves and prepare a note.
5. Preparation for role playing

Prepare the participants for role-playing in which they present their community’s (group’s) opinion in regard to the legal provisions on the identified legal issues.

**Guidelines for the facilitator:**

- Be careful and attentive while the participants classify the issues. The flaw in classification leads to complications in the next session.
- Make sure that representation of all types of users is there in every community (group) while preparing participants for role-playing. This will ensure better results from the discussions. Obtaining assistance from a couple of reliable persons while classifying the problem/issue is always recommended.
Role Playing for Legal Provision on The Issues

Session No.: 3.6
Time: 3 hours

Background:

Participants have already identified the legal issues and explored the remedial provisions to them in the previous sessions so that they have been ready for the role-playing of the same. However, during the previous session, only one issue was assigned to each small group for discussion, so that they have had no idea about the issues given to other groups. This session has been so designed that it equips participants with the knowledge of legal provisions regarding all the issues through the role-play technique.

Purpose:

To develop skills of stating the legal provisions on the important issues through the role-playing.

Learning objectives:

At the end of this session, the participants will be able to:
1. Describe legal provisions of CF.
2. Give answers to the CF related questions.
3. Express the need for imparting information of legal provisions to the forest users.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Role-play and discussion on the legal solutions/remedies:
   - Role play
     (Note: Users should be informed of the legal provisions. For the same purpose, role should be displayed. If they fail to understand it through the role playing technique, use the discussion technique)
   - Questions for discussion
     - What aspects have you found in the role? How do you like the role? Why?
     - Why is it necessary to inform users?
     - What will be the effective way of informing users? Why?
3. Role-play regarding legal provisions
   - Let one of the small groups present the role-playing.
   - Let them discuss after the role-play. Ask them “What have you understood from the discussion? Is there something more you need to understand? What is the good side of the role? What are the areas to be improved?” Following the questioning, explain the legal provisions. (First ask questions to the audience witnessing the discussion, and then the actors of the role during the discussion.)
   - Have each one group after other play the role and discuss as per the sequence described above.
5. Evaluation and conclusion of the session
   - After every small group has played the role and discussed, let the participants comment in the previous session to review the legal provisions. This follows the session evaluation.
   - Present the conclusion and wind up the session

Materials:

Materials required for role plays.

Guidelines for the facilitator

1. Present relevant stories or games during the session to make it livelier and interesting.
2. Let each small group prepare 8 questions and run a quiz-contest program if the need of the same is felt.
3. The facilitator himself/herself should show how to play the role if the role-playing by the participants is not satisfactory and needs a lot of improvement. However, let the participants try out their roles first.
Session No.: 3.7  
Time: 2 hours

Background:

By the time the participants join this session, they should have already learnt a lot about the legal matters and provisions, and have been in a position to satisfy common legal questions of the users. However, at times, they may need to inform the users of many important legal matters though not queried by the users. It requires them to be able to provide the important information in specific and systematic way. Therefore this session shall enable the participants to recall the important legal information they have learnt, and use it later whenever needed.

Purpose:

To review and reflect the legal provisions on the basis of the policy and legal sections of the CF and to explain the important points thereof.

Learning objectives:

At the end of this session, participants will be able to:
1. Describe new legal provisions not covered in the previous sessions.
2. Tell five important or unforgettable characteristics of CF related legal provisions.

Teaching-learning activities:

1. State the background and objective of the session.
2. Share important information on the CF-related legal provisions.
   - “What is the CF’s important legal provision that is new to you or heard for the first time?”
   - Ask this question and give the participants 5 minutes to recall the things.
   - Let all the participants stand in a round-table-meeting set-up.
   - Let each participant forward the ball to another, and in the mean time, let the one who holds the ball describe his/ her opinions and pass the ball to another.
   - Note down the participants’ answers and opinions on the brown paper.
   - Send the participants to their own places and let them add more points if they wish to.
   - Read out the participants’ opinions/answers once again, and let them discuss further if clarification is needed.
3. Characteristics presentation and Conclusion:
   - Let participants read out the legal characteristics written on the brown paper and prepared by the facilitator. And distribute it to all.
   - (See reading materials " Basic legal characteristics of CF)
   - Ask the following questions to end all the sessions on legal provisions:
What type of institution is the CF user group?

The Forest Act frequently refers to "as stipulated or as referred". What would you say when somebody asks you if that referred or stipulated denotes departmental circulars (paripatra) like the ones titled “Don’t Cut Green Trees”?

How would you reply if somebody told you that a person living in another Ward of your village was not authorized to become member of this particular CF user group?

For what specific purpose and why CF is handed over to users?

What you will say if the District Forest Officer corrects or boils down some points in the operational plan prepared by your user group?

Materials:

Paper mentioning “Basic legal characteristics of CF”

Guidelines for the facilitator:

It is advised to create an environment conducive for simulating a real life situation. This will also make the facilitating job easier for evaluating the session.
Fundamental Legal Characteristics Related to Community Forestry:

1. Forest related users willing to develop and conserve forests, and utilize forest products for community benefit are permitted to form their groups.
2. Community forest user group should be registered with the district forest office under its constitution. This type of group will become an autonomous, independent, sovereign, and perpetual organization.
3. The area of national forest (wanted by user groups) approved in the operational plan will be handed over to users in the form of community forest. User groups can amend the OP according to their need.
4. Boundaries of ward, VDC, and district will not affect the handing over of the community forest.
5. District forest office shall have to provide necessary technical support to user groups while forming the constitution and OP. Co–ordination in the group forming is desirable.
6. Community forest user groups can plant cash crops in the forest area, and could set price, sell and transport forest products.
7. While transporting forest products, a permission letter should be obtained by the committee from the authorized person.
8. User groups can establish an enterprise based on forest products, which can be obtained from the community forests, and this system should be clearly mentioned in the OP.
9. At least 25% of income from the CF should be invested in the community forest development works, and the remaining benefit can be utilized in any community development works.
10. A person designated by the group shall do the financial auditing of CF.
11. Any NGO can help user groups in the community forest process.
12. User group is authorized to punish the CF members violating the constitution and OP. Similarly, the district forest office can take actions against the representatives and officials in case of violence of the constitution and OP (if users complain at the district forest office about the violation).
13. District forest office can take forest back from the users if they fail to work according to the OP, or if they violate the Forest Act, and regulations, or help degrade the environment. Opportunity is, however, given to the accused to submit his/her justification. The forest so withdrawn should be re- handed over to the same group if things improve subsequently after the action against the perpetrators.
14. Any forest suitable for handing over to users as a community forest, shall not be given away as a leasehold forest.
15. Adequate compensation should be provided to the users if any loss took place while conducting plans/programs in the community forest (it’s the program accorded with national priority).
Extension and Communication Section
Methods of Communication and Extention

Session No: 4.1
Time: 1.30 hours

Background:

A facilitator is required to communicate or transmit messages while assisting the task of drafting the constitution and action/operational plan of the CF users group. Participants are also aware that communicating and disseminating are the facilitator’s basic jobs. Hence, the need of hour is to know the effective methods for doing the same. This session is aimed at equipping the participants with the knowledge of the methods of communicating and disseminating and enabling them to make selection of appropriate methods.

Purpose:

To acquaint the participants with methods of communicating and disseminating

Learning objectives:

At the end of this session, participants will be able to:
1. Enunciate at least five methods of communicating and disseminating.
2. Select the appropriate methods to be adopted by the facilitator.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Ask the meaning of communication and dissemination and let the participants discuss.
3. Ask the methods of communication and dissemination and let the participants discuss.
4. Note down the points collected from the participants and display the meta-card containing the methods communication and dissemination and explain them.
   For this, the following questions may be asked:
   - What do you mean by the word "propaganda"? What is its objective?
   - What is advertisement? What is its objective?
   - What could be done to persuade with some force?
   - What is the method to convince or persuade?
   - Can we do it by educating them? Or by making them realize by themselves?
   - How to create an environment for self-decision or self-determination?
   (See the reading material "Communicating and disseminating methods")
4. Describe the difference between disseminator and facilitator and clarify their working methods.
5. Ask the following questions, conclude, and end the session with thanks:
   - What are the methods of communicating and disseminating? (At least five methods needs to be enunciated).
   - What methods can we follow as a facilitator, and why?
"The communicating and disseminating methods," the reading material.

**Guidelines for the facilitator:**

- Prepare the meta-card enumerating the methods of communicating and disseminating.
- Be prepared with at least one example to illustrate each method.
  - Ask the following questions:
    1. Who are involved in communicating and disseminating?
    2. What is the role of the facilitator and villagers in communicating and disseminating?
    3. Is the job of communicating and disseminating just propagating our own opinions?

Now state that communicating and disseminating mean "listening, thinking, questioning and providing important information".
One of the responsibilities of the facilitator is to disseminate information. But the facilitator is not the only disseminator. Facilitator shares experiences to facilitate the dissemination process. The facilitator possesses the quality of listening to others' voice. Thinking, and questioning is also his/her work. This is called paraphrasing in English.

Levels and Methods of Extension:

1. **Propaganda:**
   Propaganda involves disseminating an unauthentic, unbelievable message. For example: in the advertisement of Nidhi Tea broadcast on Nepal television, a woman gets drastic changes and gains incredible beauty after consuming Nidhi brand of tea. A commercial like this is called propaganda. In short, propaganda is to disseminate an unbelievable, exaggerated message to achieve some vested interests.

2. **Publicity:**
   Publicity is a method of making one’s products known in the market. Attractiveness is the priority in any commercial publicity. But some publicity contains information and intends to disseminate it. Examples include publicity of Public Service Commission (Loksewa Aayog), Boarding schools, etc.
Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal

3. Imposing method:
This method imposes things on people, and makes people do the things by hook or by crook. It imposes the suggestions and opinions. Examples include saying thus “Forest must be protected, otherwise there will be no rain, and so you must take care of forests.” This type of extension is called an imposing method where others’ capability is not taken into consideration.

4. Persuasion:
This method adopts a less forceful approach than the imposing method. For example, it persuades people to protect their forests thus: “We’re grappling with shortage of water now, which we can solve by protecting the forests. Forming community forests will also help us get access to the decision-making on grass and timber of the forests. Therefore, shouldn’t we start protecting our forests? Let’s see what good will result if we work together to protect the forests.”

5. Education:
It is wise to educate a person about all the related aspects of a work along with the advantages if he/she agrees to do the same work. For example, if he agrees to work for forest protection then it will require us to educate him/her about the forest protection by imparting knowledge and information related to it. Posters and pictures may be used to illustrate this process.

6. Awareness:
This method makes the target person identify his/her weakness by him/herself. As a result, he/she may start recalling what wrong was done when collecting fodders, and regretting. S/he would recall collecting sapplings along with the fodders so that they suffered from shortage of grass. S/he would also recall the calamities of landslide attributed to felling of trees indiscriminately in the past. Thus, they are made to remind their weaknesses.

7. Realization:
The act/phase of awareness has helped people recall their weaknesses. The following effort will attempt to make them realize that preemptive or problem solving actions must be taken immediately; say in our case, the forest must be protected.

8. Self-Decision:
Once the target person realizes the need for taking actions, s/he must be assisted in expressing his/her commitment to the actions and formulating the plans for the same. In absence of the opportunity to make self-decision, implementation of the plans cannot take place. Therefore, self-decision has come up as the best method of dissemination/extension. Facilitator’s service will not also be required once the self-decision method starts working well, because their commitment enables them to manage things by themselves. Thus, the higher we move up from the phases of No. 1-8 above, the higher or heavier will be the role of the facilitator.
Introduction To Focused Conversation

Session No: 4.2
Time: 2 hours

Background:

Participants are those who naturally have started conversing from the time they had learnt speaking. In the meantime, they might have just heard of, but it is likely that they lack the information as what the ‘focused conversation’ is, what its objective is or what its types are. A facilitator is required to make use of focused conversation while launching a discussion on any topic, and this can prove very important and effective too. This session has been designed to acquaint the participating facilitators with focused conversation.

Purpose:

To acquaint the participants with ‘focused conversation’, its objective, and methods

Learning objectives:

At the end of this session, participants will be able to:
1. Enunciate meaning, goals, and objectives of focus conversation.
2. Distinguish the four methods of questioning (ORID Method) of focused conversation with examples.
3. Realize the focus conversation as one of the best methods of communicating and disseminating, and that this method is worth applying

Teaching-learning activities:

1. Explain the background and objective of the session to the participants.
2. Demonstration of focused conversation and discussion.
   - Form a circle of participants, seat 4/5 participants at the center of the circle, and demonstrate how to run focused conversation to them.
   - After finishing the conversation, let them review and reflect for some time. Finally, collect feedback as to what and how they have done it.
     (It is better to use focus conversation reflecting and reviewing their actions)
   - Relate to the previous exercise the meaning, goals and objectives, and method (questioning methods) to explain focused conversation to the participants.
3. To make the participants realize that focused conversation is effective, following questions may be asked: In how many steps can questions in the focused conversation process be divided? What are they?
   - How will be the objective questions? Why?
   - What should be emphasized in the reflective questions? Why?
   - What should be emphasized in the interpretive questions? Why?
   - What about decisive (decision-oriented) question?
   - What is the importance of different steps of questioning?
   - Will this conversation method be effective in communicating and disseminating or not? How?
4. Exercise on determining the focused conversation questions

- Do you feel the need for knowing this methods? Why?
- Divide the participants in three groups. Give each group different reading materials (with dysentry, diarrhea related discussion, pregnant women related discussion, effective discussion process). Then let them decide the nature of the questions amid the focused conversation questions.
  (See the reading material titled "focused conversation")

Note: Guide the participants to make group presentation on the exercise of questions and let them draw conclusion. Citing appropriate examples will also help them understand the matter.

Ask following questions to know whether the participants have understood the matter or not.
- a) What is focused conversation?
- b) How do you describe the goals and objectives of focused conversation?
- c) How do you differentiate the questions?

5. Winding up of the session
At the end, explain how important is the preparing the questions and asking them in focused conversation, to the participants. Clarify them how to prepare questions. Give the participants a home assignment to prepare questions for the following day and wind up the session.

Materials:
- Reading materials on focused conversation.
- Meta-cards with the questions on three different subjects written on them.

Guidelines for the facilitator:
- Preparatory works and rehearsals should be done ahead of the session.
- Make sure each participant take apart in the discussion.
- Divide participants in four different groups when giving them home assignments. Let each participant practice drafting the questions before giving them group assignments. Let them exchange the questions with one another to get them corrected. After that, the facilitator should also correct the questions if needed.
Focused Conversation

Objectives Questions: Senses: (See, Hear, Taste, Feel, and Smell)
Reflective Questions: (Heart, Emotions, Memories, and Associations)
Interpretive Questions: (Head-meaning, Value, and significance)
Decisional Questions: (Action-Resolution, Opinion, Do something)

Some model questions of focused conversation

1. Discussion on diarrhea and dysentery.
   Objective questions:
   1. What are the main symptoms of diarrhea/dysentery?
   2. Which age groups are mostly affected?
   3. In which month do these diseases affect most?
   4. What do you do to cure diarrhea/dysentery?
   Reflective question:
   1. What diarrhea/dysentery incident do you recall most?
   2. How did you feel when having diarrhea/dysentery?
   Interpretative question:
   1. What are the causes of the spread of diarrhea/dysentery?
   2. What happens when it is not treated?
   Decisional question:
   1. What should be done to prevent diarrhea/dysentery?

2. Discussion on pregnant women
   Objective questions:
   1. What is usually done at the time of labor pain?
   2. What problems do pregnant women face in your place?
   Reflective questions:
   1. Which bad incident do you recall?
   Interpretative question:
   1. Why do women get weak at this time of pregnancy?
   Decisional question:
   1. How can pregnant women’s condition in your place be improved?

Effective discussion method
   Objective question:
   1. In what subject matters have you conducted discussions in your community?
   2. What is usually the minimum and maximum number of participants in the discussion?
   3. What types of people do participate in the discussion?
   Reflective question:
   1. When do you feel uncomfortable during the discussion?
   2. When do you feel comfortable and good during the discussion?
   Interpretative question:
   1. Why do people’s views contradict during the discussion?
   2. Why do some discussions ends without coming to a conclusion?
   3. Why is there not equal participation in the discussion?
   Decisional questions:
   1. What should be done to make a discussion more effective?
Steps of focused conversation

"Correct question obtain correct answer automatically, therefore question is the answer”
“It is more difficult to ask questions than give answers, but conversation is not possible without questioning”

1. Objective phase: Data and questions on facts and external reality.
   - Impact on group: Everybody will be focused on the same data and subject matters.
   - Type of Questions: Questions related to sense i.e., those on the tangible things.
   - Sample questions: What do you see? What words and concepts do you recall? What had happened then?
   - Weaknesses: Close-ended and non-focused, minor questions.

2. Reflective phase: Internal concept and responses (Emotions, sympathy, concept, etc)
   - Impact on group: Initial/primary awareness or reply.
   - Type of Questions: Concept, emotions, mood, remembrances, etc.
   - Sample questions: How did you like it? What does it remind you of? Where did you yourself surprised? What made you happy? What did you feel uncomfortable with?
   - Weaknesses: It is centered on limited, dichotomous options of liking and disliking.

3. Interpretive phase: Real meaning of the subject matter.
   - Impact on group: Insight into the importance of data and truths.
   - Type of Question: Why is it happening? What impact can it have? What will be its effect on our work? What was learnt?
   - Weaknesses: Distorting data interpreting them on the basis of one’s prejudice or pre-disposition, using jargons and verbiage, getting highly emotional, or evaluating others’ responses as ‘correct’ and ‘wrong’.

   - Impact on group: It makes the conversation useful for future.
   - Type of Question: Is it necessary to make decisions? What should be done now? What will happen then?
   - Weaknesses: Pressurizing to make decision even before group formation, or not helping decision-making.

If this phase is skipped the responses of the three preceding phases cannot be implemented.
Suggested questions for conversing about the meeting:

a. Subjective questions:
   1. What were the agendas not dealt with, in the first meeting?
   2. What were the decisions made in the first meeting?
   3. Which decisions of first meeting have been implemented and which not yet?
   4. Which agenda should get priority now?

b. Reflective questions:
   1. Which agenda will be easier for discussing?
   2. Which agenda will be more difficult for discussing?
   3. Which issues of the previous meeting were not up to your satisfaction?
   4. How did you feel when your saying was rejected in the meeting?

c. Interpretive questions:
   1. Which matter must be discussed in this current meeting? Why?
   2. What are the matters that may be deferred for the later discussions?
   3. How much time will it take to discuss all this?
   4. Which agenda should be discussed first?

d. Decisional questions:
   1. Who will lead the meeting?
   2. In what sequence should the agendas be discussed for eliciting good results?
Question Presentation, Discussion, and Feedback of Focused Conversation

Session No.: 4.3
Time: 2 hours

Background:

Participants are familiar with the meaning, goal, objective, and question asking methods of the focused conversation. But, while conducting the focused conversation in any subject, there may be confusion as to how to prepare and ask questions. Therefore, this session envisaged the aim at developing skills to prepare questions for the focused conversation.

Purpose:

To develop the skills required for preparing questions for the focused conversation.

Learning objectives:

At the end of this session, participants will be able to:
1. Prepare four types of questions required to conduct the focused conversation on any subject.
2. To differentiate the types of the questions developed by others.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Clarify questions of focused conversation.
   - Let each group present their conclusion from their group’s questions and let other groups give their feedback.
   - Clarify the ones; should there be any confusion and ambiguity.
   - Ask each participant to present four questions of the focused conversation and give feedback if needed.
3. Review, reflection and evaluation of session
   Concentrate on:
   - How should the questions be? Why?
   - What should be the sequence of questions asked during the focused conversation? Why?
   - What specific aspects should be taken into consideration when setting the questions?
   - Request the participants to keep up exercising the setting of the questions, and wind up the session.

Materials:

- OHP, Transparency sheets.
Guidelines for the facilitator:

- Use the OHP to illustrate the examples wherever and whenever needed.
- Let each participant give feedback to others’ presentations.
- Ask participants also to include in their feedback their suggestions for improving others’ presentation.
- Elucidate the following points and call it a day from the session.
  1. Learn to listen to others’ points before asking questions.
  2. Do not impose your own statement on others when asking a question.
  3. At times when one gets stuck in the confusion on what question to ask, it is advised to paraphrase the conclusion of the discussion that leads him/her to a new idea.
Focused Conversation Exercise

Session No.: 4.4  
Time: 3 hours

Background:

By the time the participants come to this session, they are expected to be able to set sample/model questions for focused conversation. But, they have not been equipped with the skills to administer the set questions in order of conducting the focused conversation. The lack is not desirable. Therefore, this session has been designed to develop skills required for administering a focused conversation.

Purpose:

To develop skills required for conducting the focused conversation.

Learning objectives:

At the end of this session, participants will be able to:
1. Conduct the focused conversation.
2. Guide the focused conversation questions to reach at a conclusion.

Teaching-learning activities:

1. Clarify the background and objective of the session.
2. Exercise the focused conversation.
   - Let each group play the role based on the model questions set in the previous session. Extend your help if the participants deviate.
   - Demonstrate how to play the role that the participants felt difficult to act out.
   - Let the participants compare your role performance with theirs’.
3. Focused conversation model presentation by the facilitator:
   - Use the focused conversation to direct the discussion towards the point of conclusion, and evaluation, so that it also exemplifies the mode of focused conversation.
4. Review and reflect after the model exercise of focused conversation. For this, following questions may be asked:
   - What types of questions were asked initially?
   - Which questions were related to interpretive, reflective and conclusive (decision-oriented) categories?
   - How has the sequence of questions helped in reaching at a decision?
   - Why is the sequence of questions so important?
   - What is the theme of focused conversation?

Materials:

- Model questions for the focused conversation exercise.
- Reading materials on focused conversation.

Guidelines for the facilitator:

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By WATCH
The model questions prepared by you are just the basis for conducting the focused conversation; so do not limit yourself to it only. Instead, listen carefully to the target people and groups and tailor the discussion to the current condition, so that you can proceed it smoothly and effectively.

? Don't impose your own statement on others while administering the focused conversation. What's important is to proceed asking the questions smoothly. But don't worry what to ask.

? Paraphrase the matters collected from the discussion in case of confusion during the focused conversation; it will lead to a new idea you can restart afresh.
### Focused Conversation Preparation

1. Focus of conversation.
2. Setting objectives of conversation.
   - Logical objective:
   - Empirical objective:
3. Leading-in objective questions.
4. Brainstorming to generate as many questions as possible.
5. Selecting questions and classifying them into different ‘phases’.
6. Managing the questions in a proper sequence.
7. Rehearsing of the conversation by oneself.
8. Preparing the opening speech carefully: - invitation, focused, consensus, context, and obstacle to disagreement.
9. Ending the conversation.

<table>
<thead>
<tr>
<th>Conversation Preparation Format</th>
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</thead>
<tbody>
<tr>
<td>Logical objective</td>
</tr>
<tr>
<td><strong>Initiation</strong></td>
</tr>
<tr>
<td>Objectives questions</td>
</tr>
</tbody>
</table>

| Time: | |
| Ending of conversation: | |
| Reflection of conversation: | |
Presentation of Model Focused Conversation, Discussion and Conclusion

Session No: 4.5
Time: 1.30 hours

Background:

The participants have in the previous sessions practiced the focused conversation and drawn conclusions there from. They may be willing to have more exercise of the same, which is also better for clarity. This session is aimed at allowing the participants to exercise the focused conversation as a model so as to mitigate the participants’ confusion if any.

Purpose:

To enhance the participants confidence in conducting focused conversation by themselves.

Learning objectives:

At the end of this session, participants will be able to:
1. Continue the exercise of the focused conversation methods, and show their commitment to apply them in their practical lives.
2. Prepare a list of important points of the focused conversation.

Teaching-learning activities:

1. Clarify the background and objective of the session.
2. Important points of the focused conversation:
   ? Let participants note down in their paper/copy the important points of focused conversation on the basis of the previous session discussion.
   ? Let each participant present what they have written in their paper/copy and display it on the board.
   ? Let them discuss and draw a conclusion from the noted points.
   ? Share the information and materials you have with the participants.
3. Model conversation presentation and winding up the session.
   ? Ask who is ready to conduct the model conversation, and provide a short period of time to them for preparation. Extend support if needed.
   ? Exchange the feedback on the model session. And, collect the participants’ response on how they liked the focused conversation. Finally, request them to practice the focused conversation method regularly and conclude the session.

Materials:

? Reading materials containing the important points of the focused conversation.

Guidelines for the facilitator:

It is important to change the participants’ concept if you are to make them believe what you say. Therefore, ask a lot of questions to make them clear on the subject matter and also give adequate examples during the discussion.
Socratic Dialogue Introduction

Session No: 4.6
Time: 2 hours

Background:

It is possible that a few participants may have general information on the Socratic dialogue and most of them have not heard about it before. Socratic dialogue is an important medium for changing the behavior of target groups through their own realization. Therefore, the facilitator should have a clear knowledge about it. This session has been designed to explaining to the participants what the Socratic dialogue is, and how is it held?“

Purpose:

To familiarize the participants with the Socratic dialogue

Learning objectives:

At the end of this session, participants will be able to:
1. Define the Socratic dialogue.
2. Identify characteristics of the Socratic dialogue.
4. Realize the utility of the Socratic dialogue in communicating and disseminating by practicing it in a role-play situation.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Describe characteristics of the Socratic dialogue.
   · Form a circle of participants and let 4/5 participants sit at the center of the circle. Demonstrate any one Socratic dialogue to them. Let others evaluate the proceeding.
   · Let them review and reflect the dialogue on the basis of the following questions.
     ✦ What have been done in this dialogue? What types of questions have been asked? What happened then?
     ✦ How did you feel doing and watching this dialogue? Which part did you enjoy most? Which part did you feel uneasy with?
     ✦ Why did you enjoy there? What will be its effect? What shall be the merits of this dialogue?
     ✦ Highlight the importance and definition of the Socratic dialogue after review and reflection, ask whether they are confused or not.
   · Discuss and explain the characteristics and important points of the Socratic dialogue.

Impact of the Socratic dialogue

To understand the participants’ feeling about the impact of Socratic dialogue, the following questions may be asked.

✦ How did you like this method of communicating and disseminating? Why?
✦ Which conditions and issues may this method be applied to?
✦ Do you feel any need to learn this exercise or not? Why?
3. Winding up the session: Obtain the participants’ answers to the following questions, present the conclusion and end the session:
   ✹ What are the important points of the Socratic dialogue?
   ✹ What is the importance of the Socratic dialogue?

**Materials:**

Reading materials on the Socratic dialogue.

**Guidelines for the facilitator:**

Good preparation is essential for illustrating the Socratic dialogue.
Method of Socratic Dialogue

Definition: Socratic dialogue is the method of making the targeted group realize the need for changing their attitude/thinking by setting norms and comparing them with the real situation. This type of dialogue was first used by famous philosopher Socrates, so this dialogue is called Socratic Dialogue.

Things to consider in the Socratic Dialogue:

1. Socratic dialogue is practiced to change the target group’s attitude by making them realize the need for it.
2. For the Socratic dialogue, the concerned person should be clear about the subject and situation.
3. Standard or norms should be set in close relation with the situation and subject matter.
4. Norms must be defined by the participants themselves.
5. The participants themselves should be made to link the norms or standards with their real situation.
6. The participants should be made to compare the norms with the real situation and realize the fact.
7. Proper preparation is essential well before exercising the conversation.
Socratic Dialogue Preparation and Exercise

Session No: 4.7
Time: 4 hours

Background:

By now, the participants have been familiar with the Socratic dialogue but they are still not in a position to hold the Socratic dialogue by themselves. The facilitator should have good knowledge of the dialogue before administering it for the participants. It is very important. This session is, therefore, aimed at developing participants’ skills to prepare for and practice the Socratic dialogue on their own.

Purpose:

To develop the participants’ skills required for holding and practicing the Socratic dialogue and enhancing their confidence to do so.

Learning objectives:

At the end of this session, participants will be able to administer or hold the Socratic dialogue and express and believe it as an effective method of communicating and disseminating.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Preparation for dialogue and presentation
   - Divide participants in three different groups and ask them to prepare a role play to practice Socratic dialogues for themselves.
   - Let each group present their prepared dialogues and give feedback if needed. Hold discussions after each dialogue presentation and help them if needed.
3. Commitment to apply the Socratic dialogue
   - Generate users’ commitment to apply the Socratic dialogue to their lives in future. The facilitator should also highlight the potential areas for applying the dialogue.
4. Home assignment and conclusion of the session: Give home assignments to the participants for making requisite preparations and regular exercise, for which they should be convinced that regular practice make their job easier.
   (See study material)
5. Enunciate anticipated difficulties of the dialogue, evaluate and wind up the session.

Materials:

A list of possible difficulties of the dialogue.

Guidelines for the facilitator:

Opportunities may be given to all the participants to practice the Socratic dialogue exercise. Therefore, it is important to ask participants to exercise in their leisure time off the training hall.
Problems Associated with Conversation

1. A plethora of knowledge and information and expressing them indiscriminately.
2. Considering the conversation just as a gossip.
3. Limitation of time and shortening (boiling down) the important things.
5. Advocacy culture (vis-à-vis lack of study and research)
7. Dictatorship on “or’s” and “but’s”.
8. Criticism and disapproval.
9. Negative thinking.
Characteristics of Community Forest
And
Indicators Section
Session No: 5.1
Time: 4 hours

Background:

Being the CF users themselves, most of the participants have gained CF-related experiences, and knowledge of the present situation of the CF, and have clearly understood the CF-related legal provisions during the previous sessions. They also need to have an understanding of the important characteristics of the CF that is required for ideal CF user groups. Some even do not know the characteristics. The facilitator involved in the formation process of constitution and operational plan should strive to make the CF ideal by determining the important characteristics of CF. Therefore, this session has set its aim to enable them to determine the CF’s characteristics.

Purpose:

To acquaint the participants with the CF characteristics.

Learning objectives:

At the end of this session, the participants will be able to:
1. Analyze the present situation of CF and form a vision.
2. Determine characteristics of an ideal CF.
3. Feel the importance of set characteristics for the ideal CF.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Analyze the present situation of CF.
   - Ask them how they have found the present situation of CF to be and let them note their experiences and points in the paper.
   - Divide the participants into the groups of 5-6 persons in each, form the groups of male and female separately.
   - Discuss the points collected from different groups and let them draw conclusion from the discussion.
   - Let them draw a picture on the first half of the brown paper that should incorporate the above points.
3. Vision on the desired CF condition:
   - Ask what is need for making a CF ideal and why. And let them write their recall points in the paper/copy.
   - Let the small groups make conclusions on the recall points, and discuss how and what pictures can best express these points.
   - Incorporate the prepared points of an ideal CF into another picture in the other half of the brown paper.
4. Presentation and discussion:
   - Let the groups present their group pictures.
Keep noting on the board the CF characteristics collected from the group presentations, and also keep adding missing points, if any, to it.

Distribute the posters with the CF characteristics. Make sure that the posters must not show the noted scripts, but contain only the small pictures. Then, ask them what characteristics each picture depicts. (Show only the picture) (See the CF characteristic poster)

5. Let them feel the importance of ideal CF characteristics.
   - How did you like the above mentioned characteristics? Why?
   - Is it essential that each CF possess these characteristics? Why?
   - What will be your role for this?
   - What will you do for this?

6. Ask the following question to evaluate the session, then extend a vote of thanks to the participants to conclude the session.
   a) Describe the CF characteristics.
   b) What is the importance of these characteristics?
   c) What should be done to achieve these characteristics, and who should do it?
   d) What should be your role as a facilitator to achieve these characteristics?

7. Distribute the article "CF: an empowered organization", and ask them to read it thoroughly.

Materials:

a) Copies of the Poster of the CF characteristics.
b) Copies of the Article of the CF: an empowered organization.

Guidelines for the facilitator:

Just concentrate on letting the participants set or determinate the characteristics; no detailed or intensive discussion on the CF characteristics is necessary.
CHARACTERISTICS OF COMMUNITY FORESTRY

- Participatory Democracy
- Rights Over the Resources
- Social Justice
- Good Governance
- Accountability
- Autonomy
- Independence
- Perpetual Inheritance
- Gender & Equity

AWARENESS
Community Forest – An Empowered Organization

FECOFUN has been supporting user groups for formulation and reformulation of their constitution and operational plan (OP) in the name of group service program from last 3 years. This program has now been extended to 35 districts, which was started from 15 districts initially. This year FECOFUN organized a training program on "Community forest user group formation facilitation skill development" for 104 facilitators. Respected member of FECOFUN Dr. Narayan Kaji Shrestha helped to conduct this training. By brainstorming the experiences and learning from CFUGs, some characteristics were identified to effectively establish user groups, which are mentioned below.

Right over resources:
Users have from their ancestors inherited the right over resources. After unification of the Kingdom, provision of private ownership on resources was effected. Now the Constitution of the Kingdom has also provided for the sovereign rights into the people. Hence, the people living near and around the natural resources are the owners of resources. They have the right to manage their resources, because they are responsible for the impact resulting from it. There should be a limit on the rights, yet nobody bothers to analyze how to limit the rights and in what level it should be limited to. Circulars and directives sent by district forest office relating to the Forest Act reach only a few elite persons of the group, and the committee makes decisions. These are a few burning examples. We should discourage the habit or tendency of making decisions on the matters for that we have no right to decision making. Instead, we should help create an environment in which the rightful persons can make decisions for themselves.

Integrated resource management:
Resource management involves effective protection, development, and maximum utilization of resources (stone, soil, air, water, forest, wildlife and NTFPs available within the country) . It will be effective and beneficial for the users if enterprises based on local level knowledge and skills are established. Sustainable development can be possible only if resources are appropriately managed. In community forest, resource management is usually limited to tree only, but it is necessary to give attention also to all other resources while managing resources. For example, protecting tree cannot be just imagined without the soil management. That's why it is necessary to discuss appropriate management of soil, water, and wildlife, NTFPs, which are all directly inter-linked with forest. It is also necessary to discuss with users the impact of an integrated resource management plan. Bio-diversity has also been managed in community forest. Eco-tourism could be developed through bio-diversity conservation/management. Forest plays an important role in recovering the environment and ozone layer destruction. The ‘Green Dollar’ concept has seemingly gripped the entire world. While preparing a plan for resource management, all the resources should be considered well.

Consensus:
Decision-making process differs from organization to organization according to their norms, rule, and policy. Usually, a single person—mostly from the elite class—makes decisions. In case of community forests, it is master plan, forest law and guideline that emphasize and provide for the consensus-based decision-making. The consensus-based decision-making is the one in which a decision follows from agreement of all the participants of the discussion.
In this process, everybody is permitted and encouraged to present his/her views, each other’s feelings are respected, extensive discussions take place, and conclusion is drawn from the experiential learning cycle so that everyone likes the decision. Specially: committee and facilitator should be able to establish themselves well in the group.

**Power Balance:**
Striking a balance or finding a common meeting point between the right of ‘powerful’ and ‘powerless’ people is called power balance where no one has the right to interfere others’ right. It first requires identifying who is powerful and who is powerless. In practical life, the power makes people ignore their responsibility and misuse their rights; it impedes people’s access to resources. Those having right are not utilizing their own right, instead they ask the concerned groups for it. The concerned groups also don’t dare remind them that they have got the right, as explicitly stipulated in the Act. Power balance can result only by establishing good relationships among every family, group committee and the concerned group. It is important and essential that right-holders create an environment in which right are given to the targeted group enabling them to discharge their own responsibility.

**Transparency:**
Transparency is a situation or system in which all the persons concerned with the organization know what the leader has done in the organization. In case of community forestry, the goal of transparency can be realized, only when there is users’ active participation right from the time of decision making to its implementation and benefit sharing. Then will there be no iota of doubt on part of any person and unit (institution). Particularly, financial issues are more critical in the group; therefore every activity should be made transparent to the users.

**Equity:**
Equal distribution system is popular in the community forestry sector. With reference to equity in community forestry, justice should be decided and discharged on the basis of need. Equity is found only in distribution of forest products in some community forests, but it should ensure equity to marginalized group, poor and forest-dependent people on the basis of users' contribution and need. For example: if water essential to both goat and cow for survival is given in bowls, then only the goat can drink it and the cow cannot. If we intend that the cow also survive, we should feed the cow with water in a bucket. Likewise, equal participation alone does not always fulfill needs in the group, instead the group should follow the equity method on the basis of need; only then community forestry can help reduce poverty. It is very necessary to discuss and analyze the case of being stakeholders of community forestry user groups. That is to see if it is good for forest dependent people to participate in justice.

**Social justice:**
Only a few of the traditional justice practices, which society and community have observed, are found good. It is good to punish or forgive if anybody commits minor mistakes in community, but it is very unjust to beat an innocent woman accusing her of being a ‘witch.’ Social justice cannot be dispensed until social injustices are well analyzed. Without the basis of social justice, we cannot eradicate any kind of exploitation in the society. In our multicultural society, exploitation is widespread in the names of religion, caste, culture, class, sex and power. Putting an end to such exploitation requires us to identify the main reason of exploitation. In fact, gender discrimination has been creating obstacles in dispensing social
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justice in the society. Eradication of discrimination from the society is called social justice. The community may not be able to develop well, if the community forest does not implement social justice. As a facilitator it is our responsibility to alleviate discrimination from our society.

**Good Governance:**

Good governance is the self-governed rule and the governance that follows a process to operate. An organization willing to implement good governance abstains from interfering others or from plundering others’ rights. Good governance requires maintaining power balance. Transparency, responsibility and authorized process are important in implementing good governance in community forest also. Absence of any one leads to bad governance. Respecting rights of each other, and initiating a system of transparency, accountability, and equity will ensure good governance in CFUGs. Implementing good governance and correcting mistakes—if any—on time is essential. It is high time that we think who the governance is for, and who needs to initiate/implement it.

**Participatory Democracy:**

Theoretically: "Governance for the people, by the people and of the people" is called democracy. This saying is highly in favour of the public. But things are not hidden from one and all that how democracy is being practiced here in Nepal, or what and how many rules formulated and implemented in a democratic way. Based on participation, democracy may be defined in two ways:

1. **Representative democracy:** The democracy in which participation is made on the basis of representatives, like: local institutions, FECOFUN, etc.
2. **Participatory democracy:** The Community forest users group is a good example of participatory democracy, in which users participate from the time of planning, i.e., the decision making process, to its implementation and benefit sharing, management and monitoring and evaluation. Just having a democratic process does not suffice; it is highly important that the result is democratic. What is the difficulty of the GOs and NGOs following the path shown by the community forest? Or, why are they not to follow the path of visible participatory democracy? These issues need to be addressed.

**Accountability:**

Every person or member of the organization is responsible for his/her work towards a designated person. For example, users should be responsible for the rules formulated by them, while the committee towards the user groups, and the stakeholders towards their role. Failure to implement the things by understanding their work and responsibility will be equivalent to “dance without music”. One should not always be tempted with his/her interest/benefit, instead he/she should be well aware of the users’ contribution and responsibility. It is necessary to understand that discharging one’s responsibility comes before rights.

**Learning Organization:**

Most organizations become defunct or passive once they achieve their works. But objectives are not fully achieved just by finishing their works. Experience and learning give birth to a new process. The process is the one in which group experiences are discussed, conclusions drawn and implemented. According to the Forest Act, Section 43, community forest is an autonomous, independent and perpetually inherited organization. So it continues forever.
An important characteristic of the learning organization is assigning a work or responsibility according to one’s capability. Capability of a university professor and blacksmith is not comparable and is important in its own way. Every work is important in its own way. The work does not make one socially important or unimportant. But, how he/she does the work, i.e., the method makes a real difference. Community forest is an organization that operates on the basis of experiential learning cycle. Mistakes may occur, while working, but they should be corrected or improved. A bird must not be killed once it fails to hatch golden eggs. We need to understand our responsibility, role and capability so that we can work and learn well. Therefore, community forests should be developed as a learning organization.

Conclusions:
Community forestry has been contributing to fulfill the basic needs of user groups, and also assisting the protection of environment and bio-diversity conservation. Community forests have been working as a medium to reduce poverty. Not only that, community forestry program of Nepal is internationally renowned and has earned accolades. Therefore, it is very necessary to materialize the characteristics and concept of community forestry, and realize the need for making changes in the role and responsibility. Still there are many challenges and problems existing in the community forests, therefore volunteers, committees and representative organizations of the users should try to make the special target community aware about rationale and theories of community forest and implement them. Now no matter which organization we belong to, it is high time that we discharge our responsibilities in light of the rationale of constitution, act, rule and guideline.
Rights to Resources

Session No: 5.1 (a)
Time: 2.30 hours

Background:

Rights to resources’ could be a familiar word for the participants in their own way. They are aware that it is one of the characteristics of an ideal CF. Meanwhile, they also need at least brief information on what a resource is, how many types of resources are there, and what the rights to resources are. Other issues relate to who owns the rights to particular resources and who are exercising them. Therefore, this session is aimed at developing the concept on the rights to resources.

Purpose:

To apprise the participants of the rights to resources.

Learning objectives:

At the end of this session, participants will be able to:
1. Describe meaning of resource and state its types.
2. Analyze rights to resources in the CF present situation and the desired situation.
3. Express the commitment to work for establishing poor people’s right and access to the resources.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Meaning of resources:
   - Ask participants what a resource is and note their answers on the board.
   - Explain it further if the need be.
3. Launch the discussion on "Right and its types" through the question-answer technique
   Types:
   - Human rights.
   - Legal rights.
   - Natural rights.
   - Fundamental rights.
4. Analysis of the status of rights to resources in the present situations.
   - Inform the participants that they will be split into 3 groups to play a game.
   - Divide the participants in 3 groups with an equal representation of male and female in each. Involve four in the first group, six in the second and the remaining in the third.

Preparation for the Game:

- Draw a 2-meter long circle in one corner of an empty room. (1 meter far from the wall)
- Draw straight lines 3, 4 and 5 meter away from the circle respectively.
- Drop 40-50 pieces of marble or chocolate inside the circle.
Let the first group of participants stand 3 meter away from the circle, the second group 4 meter away and the third group 5 meter away from the same circle so that they would not tread on the straight lines.

Give each group a piece of weapons (e.g., ball, duster or log to be targeted at marble or chocolate bars/pieces).

(Note: Give big and heaviest weapons to the first group, medium and less heavy one to the second group and small and light to the last group.)

**Rules of the game:**

- Explain the rules of game to the participants.

**Rules:**

- Each group should try to strike as many marbles as possible with the given weapons and drive them out of the circle.
- The group itself will own all the marbles/chocolate that they have struck out of the circle.
- An equal opportunity will be given to each group for capturing the pieces of marbles/chocolate. (Say, twice in each turn.)

**Game:**

- Start the game from group one and continue it until all the marbles/chocolates are pushed out of the circle.

**Analysis of the game:**

- Ask the participants to take their seats after the game.
- Ask the following questions to analyze the game.

**Questions:**

- What have we done now?
- What did we learn from this exercise?
- Who secured the most and least amounts of marbles/chocolates? Why?
- What is the feeling of the group that secured most of the marbles/chocolates? And what about group taking the least of them? Why?
- What is the meaning of being far or near from the marble/chocolate?
- What is the meaning of big or small weapons?

**Relationship of the exercise with the CF user groups and analysis of the relationship**

- What is the message this exercise imparts? Discuss.
- Relate it with the message of activities No. 7, and 4-5 participants who prepared their group constitution and operational/action plan.
- Let them feel that they’ve owned the right to CF and ask what is there in the report mentioned about the rights on the CF resources.
- Now, ask them who has got the right on CF, and let them discuss the issue by comparing it with the latest exercise.
- Who has got the right? Why?
- Is it necessary to establish the right of real users over the resources?
- If yes, why? If not, Why?
Realization and commitment:

What should be done to establish the rights? Discuss.
Who should do it to establish the rights over the resources?
What should be your role? Why?
What will you do? When will you start?

5. Draw the conclusion and wind up the session.

Materials:
Chocolate, marble, chalk, rope.

Guideline for the facilitator:

Even though a group constitutes very few people during exercise, but they have effective tools. Accessible used more and became first users of stock resources. Similarly, in Community Forest User Group limited people own the resources and make decision themselves because of closeness to the resources. Make participant feel that poor and backward people are facing injustice due to so called equality.
Integrated Resource Management

Session No: 5.1 (b)
Time: 1 hour

Background:

Training participants have been familiarized with the word "Resource management" in the previous sessions. They should have also acquired general information on "Resource management" as they have been involved directly or indirectly in running different resource management programs. This session has the plan to provide basic information on the integrated resource management required for its appropriate use and maximizing the benefits from it.

Purpose:

To create awareness of the importance of the integrated resource management among the participants.

Learning objectives:

At the end of this session, the participants will be able to:
1. Enunciate the main spirit and concept of integrated resource management.
2. Describe the integrated resource management as a continuous process.
3. Show the awareness of the importance of the integrated resource management.
4. Determine the role of users and facilitators in the task of integrated resource management.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Meaning, concept and types:
   ? Relate the aspects of sustainable living to the marble/chocolate game, and inquire the participants about the types of resources, and let them prepare a list of the types.
3. Identification and analysis of natural resources.
   ? Inquire the participants about the natural resources available in the forest area. Let them enumerate the resources and note on the board.
4. In view of the importance of every resource, describe with examples that sustainable management always looks for a process. (Example - conserving an irrigation canal will not guarantee supply of water it needs conserving water sources also.)
5. In relation to the above example, ask the following questions on the present resource management of CF, then let the participants discuss:
   ? What types of resources are there in your CF?
   ? Which resource is used most?
   ? How are those resources being used?
   ? What has it been done after taking those resources from the forest?
   ? Can resources be managed in this way?
If you are firm and committed that the resources cannot be managed in this way, and should be managed well, let them compare it with the components of ecosystem and discuss integrated resource management in that light.

6. Role of the facilitator and users in establishing resources.
   - Discuss how resources should be managed.
   - Who is responsible for effective management of resources? What type of role should each of them play?
   - What will be your role when the users, the real owner of resources, do not know this process?
   - Are you all ready for taking up this role?

7. Evaluation:
   - Will the resource management be effective or not, if resources are not identified anyway?
   - What are the important points to be borne in mind for the integrated resource management?

Materials:

- Poster related to resource management.

Guidelines for the facilitator:

Carefully study the matters relating to resource management for development, conservation and appropriate use. Sustainable development is possible through sustainable use. Try to facilitate the participants to inform that every program calls for a process.
Consensus

Session No: 5.1 (c)
Time: 1.30 hours

Background:

Participants have heard, spoken and used the word “Consensus. Consensus does not mean the discussion and decision of the elite groups of the committee. Therefore, this session has been designed to acquaint the participants with the concept, importance and process of consensus.

Purpose:

To acquaint the participants with the concept, importance and process of consensus, and help them forge and work with consensus in their daily works.

Learning objectives:

At the end of this session, participants will be able to:
1. Define consensus.
2. Justify the importance of consensus in CF-related decisions.
3. Develop the decision-making skills that ensure the participation of those whose consensus is indispensable for our purpose.

Teaching-learning activities:

1. Describe the background and objectives of the session.
2. State meaning and importance of consensus.
   - What is consensus? Ask participants the question, and note their opinions on the board.
   (Note: What all the participants think the same or what they agree unanimously may come up from the discussion)
   - Why consensus? Ask according to mentioned written points. Brainstorm and let them tell turn by turn, make discussion and clarify by telling own experience.
3. Clarify the concept and process through role-playing.
   - Role-play by the facilitator with 5-6 participants in each group that will show “There is consensus”, and “There is no consensus”. [Suggested Roles: Daure (local firewood collector), Ghase (local grass/fodder collector), Black smith]
   - No consensus: The facilitator will play the president’s role and act like listening to a few persons for taking decisions on timber, grass and coal.
   - Consensus: The facilitator will play the president’s role and actually taking decisions on timber, grass and coal by involving all the stakeholders.
   - Ask the participants which one of the two roles they liked. Also ask them if there is something to improve. Note on board the things to be improved.
   Ask the following questions:
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? What difference did you find in two different pieces of role-play? Discuss analytically the different points.

? What factors should be there in the process of creating consensus? Who should we take the consent from? Why and how? Ask and clarify.

? How decisions are being made in the groups you (participants) know?

Let them discuss and analyze.

4. Knowing the participants’ opinion on consensus.

? Ask what the participants would do then, and how they do it. Then, let them realize the need for continuing consensus in CF.

? **Ask**, What is the importance of consensus? What if there is no consensus?

? The facilitator should give feedback to the suggested improvement on role-playing.

5. Facilitating skill development for consensus.

? Split participants in 3 groups and give them any subject. Let them play roles to forge consensus in their respective groups.

? Find out the merits and the aspects requiring improvements after having the participants assessed the role-playing.

6. Evaluation and conclusion of the session.

Ask following questions to evaluate whether the participants are clear or not.

? What is consensus?

? Why consensus is needed?

? What will you do to help make group decisions? Why?

? What problems are you facing in forging consensus? What will you do on those problems?

? Wind up the session by presenting a gist of the meaning, importance and process of consensus.

**Guidelines for the facilitator:**

One may wonder if participants just give a lip service for forging consensus, and never act upon it. But, facilitators can learn from the participants’ behavior during the training if they are really changing their behaviors or at least making endeavors for the positive change.
Session No. 5.1 (d)
Time: 1 hour

Background:

Most of the participants may have been familiar with the word “social justice”. It is likely that they did not know who actually brought about social discrimination, culture and rules to the community. They may be unaware who dispenses right justice and how. This session has been envisioned to furnish the participants with the information and concept of social justice.

Purpose:

To acquaint the participants with the issue of social justice and make them realize its need in the groups of the society.

Learning objectives:

At the end of this session, participants will be able to:
1. Describe and analyze social justice.
2. Express the need for dispensing social justice among the group members.
3. Assist in developing facilitating skills required eliminating social discrimination.

Teaching-learning activities:

1) State the objective and background of the session.
2) Meaning and rationale analysis of social justice.
   ? Ask what social justice is and collect the participants’ views from the plenary discussion, and note them down.
   ? Divide participants into two groups and assign either one of the following cases to each group to study.
      a) Plight of a socially boycotted daughter living in her parental house.
      b) Plight of Shubhagiya devi who was alleged of being a witch and received harsh treatment from the villagers.(See the study material)
   ? Ask the following questions relating to the meaning and reasons thereof:
      o What is the main injustice of the incident to boycott the daughter from the society if she opts to live in her parental home? Why has it happened? Ask them the questions to clarify the meaning and reasons.
      o What is the reason of this incident? Discuss.
      o Is it right to boycott from society or mete out injustice to the woman? If not, then what should be the best alternative options? Discuss.
   ? Let each participant describe at least one main impact of social injustice. Ask them who is responsible for this and analyze the answers.
3) Role of the facilitator in establishing social justice.
   - What are the injustices in the group in the context of the community forest?
   - Why is it necessary to establish social justice?
   - What should be your role to establish social justice?
   - Which parts of them are positive? Why?
   - Which case needs improvement? How?
   
   After role-play, reflect and give feedback.

4) Facilitating skill development for establishing social justice.
   - Divide participants into two groups and ask them to play roles in the following issues.
   
   issues:
   a) Facilitate to bring a sick CFUG member to a local health post rescuing from the treatment being provided by local shamans or quacks.
   b) Make one realize the need for providing loan to the poor from a group fund created out of the income generating activities.
   
   Let them discuss, and give necessary feedback after every piece of role-playing.

5) Evaluation and Conclusion of the session.
   - Ask the following social justice-related questions.
     - Whom is the social justice for?
     - Why is it necessary to change the social behavior?
     - What are the three examples of good culture or custom?
     - How will you help establish social justice?
   - Describe the concept, and rationale of social justice and the participants’ role in establishing social justice, and wind up the session,
Shubhagiya Devi Blamed Of Practicing Witch Lives Helpless

Shubhagiya Devi, 40, of Ghadawa Tole, headquaters Gaur municipality-7, has been doomed to live helplessly. She had to face one of the most inhumane treatments of her village people. The villagers not only blamed of being a witch, but also forcefully fed her feces and urine.

After the mistreatment meted out to the hapless woman, she has become mentally disturbed and physically unwell, and lost appetite for eating anything, said her husband Ram Lagan Mahato. “She vomits more than ten times a day,” he added.

Ram Lagan said, “ The villagers behaved so rowdily with my wife when I was not at home, you can imagine how bad the situation of a person fed with feces and urine would be.”
“Following the incident, she has started vomiting every now and then and become physically weak,” he added.

“We’ve been almost isolated from the village as nobody talks to us now,” he complained. He was sore as he grudges that the culprits have not been arrested even after the concerned authority was informed of the incident on time.

He also accused the police department for not helping the victimized family. “The perpetrators and their families are threatening me and my family, and mentally torturing us,” he said.

With the extreme mental trauma, Shubhagiya Devi couldn’t say anything. She started weeping before she would try to say something. Her two sons Dhirendra Mahato, 14 (studying in class 9), Birendra, 7, also broke down whenever reminded of the incident.

Social activists and human rights workers flayed the incident after having visited the site. Human rights activist and President of Peace Society Dhirendra Kumar Lal Das said that the culprits must be arrested and legal action taken against them immediately.

Local social worker Shitaram Mudbhari wondered why no any action was taken even after 6 days of the incident. Those involved in the misdemeanor must be awarded tough punishment, he demands.

Meanwhile, district police inspector Krishnapyara Kharel said that a special group of police had raided the houses of the accused, but couldn’t find them there. The misdemeanor and their families are still disappearing.
Woman Boycotted

It has come as yet another story of social distortion as a woman has been denied going her husband’s house. She had to see her entire family being boycotted in the society.

Last Phalgun (February-January), she had tied her nuptials knot with Taraman Adhikari of the same village, but later she chose not to go to Adhikari’s home. “Despite my efforts to send her to her hubby’s house, she refused,” said Tek Bahadur Neupane, the woman’s father. “And, my daughter’s in-laws demanded an amount of Rs. 4,000 as compensation which I could not pay; then the society boycotted us,” said the old man with his tearful eyes.

Now, Neupane has had a very difficult life, as no body in the village would help him for any work. He had to bring a helper from a distant village for his agricultural works.

The social boycott has put them in dilemma whether to live an isolated, despised life or abandon the village. The latter option was not feasible either; as nobody would buy their land and they’d no money to migrate elsewhere.

"The marriage was held in the opposite of her willingness. It’s my daughter’s freedom to like or dislike a man; it’s not something to be imposed," he said. “Is it judicial that the society boycotts us over this issue?”

He still hopes that the villagers would realize their mistake and extend their co-operation. He has not yet filed any lawsuit against anybody but would go for it, if the situation does not change.

There are only the families of Neupane and Adhikari caste each in the village, and their houses are located in a stretch between 80/90 houses of Gurung ethnic group and 15 houses of Bhiswakarma community. These Brahmin caste families have been cohabiting with the Gurung ethnic group for generations. However, the social boycott may be somehow attributed to another event. Neupane’s son had married a girl from the Lama ethnic group about one and a half years ago, which her parents and community had rejected. Neupane’s recent denial to continue her married life could have given a new turn to the situation, as the Lama family found it as an opportunity to take revenge on the Neupane family.

(Source: Kantipur Daily Newspaper, 2059 BS, Srawan)
Power Balance

Session No. 5.1 (e)
Time: 1 hour

Background:

It is likely that only powerful people enjoy access to community forest resources and right over them. Therefore, power balance among the CF stakeholders is indispensable. The training participants may also have heard of the word “power balance”. By power balance, some may mean an equilibrium or balance between the two powers, through reached out of the struggle or use of force. In the community forest, there is the need to understand the analysis of power relationship, its process and role of facilitators in it. This session is aimed at examining the power relationship, its process and role of facilitators in it.

Purpose:

To define power balance by examining the power relationship, its process and role of facilitators in it.

Learning objectives:

At the end of this session, participants will be able to:
1. Explain the meaning of power balance.
2. Justify the need to maintain power balance in the group.
3. Develop skills to facilitate the process of power balancing.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. State the meaning and spirit of power balance with the help of the following activities:
   - Ask participants what power balance is and note on the board the participants’ answers.
   - Group work and discussion:
     - Divide participants into three groups.
     - Display the three different case materials on the floor, and ask each group to pick up one of the following cases:
       - (a) A case where the community forest's bank account is frozen and the users keep complaining.
       - (b) A case where the rangers do not even spare chickens let alone other big properties.
       - (c) A case where a group's chairperson is at large after he made aberrations of a group fund.
     - Let the each group write conclusions after the discussion.
     - Let them present their conclusions, analyze the situation of power balance and draw conclusions.
3. Analysis of power balance situation in Community Forest.
   - Ask the following questions:
     - Who are the stakeholders of your group?
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? Why are they stakeholders?
? What is the condition of power among the stakeholders?
? What should be the condition of power? Why?
? Why power balance is necessary?

Ask the following questions with reference to a weighing machine:
? What is the condition of this weighing machine?
? What should be there to balance the weighing machine?
? What should be done for balancing it?

? Explain the power balancing process comparing the condition of a weighing machine with the power among the stakeholders.
   - How can balance take place between the powerful and the powerless?
   - What in this process should the powerful people do and what the powerless people should do?

5. Role of facilitator in power balance.
What should be your role to maintain the power balance between the group and stakeholders? What will you do for this?

6. Facilitating skills of power balance.
? The following role playing is recommended:
   The Role-play theme: A representative of the committee would sell the timber as opposed to the group decision.
? Let one of the participants' play the role of what he/she shall actually do in the above-mentioned condition.
? Discuss and give feedback after the role-playing. Ask the following questions:
   - What was good in acting? Why?
   - What matters need improving? How?

7. Evaluation and conclusion of the Session.
Ask following questions for evaluation:
? What does power relationship mean?
? Why power balance is necessary in the CF?
? What is your role in power balance?
Briefly describe the meaning of power relationship, rationale of power balance and it’s role in this process, and close the session

**Guidelines for the facilitator:**

Make sure that you ask questions to suit them to the participants' thinking and behavior
Community Forest User Group Account Frozen Against Forest Act

District Forest Office, Banke, came under criticism, as it froze bank accounts of the all Community Forest User Groups in the district for last 10 months. The DFO's action drew the flak for violating the Forest Act and Regulations. Ascribing to a possibility of fund misuse, District Forest Office had frozen the bank accounts since the month of Magh to control the financial activities. It only helped create confusion among the user groups in Banke and troubled them, as the DFO had taken the decision and action without consulting the issue with user groups.

Since the DFO action was against the Forest Act, the user groups led by aware and learnt leaders were not badly hit by the account freezing. Violation of the user's right came from both the District Forest Office and the Bank because the former had issued the letter to the bank to freeze the bank account while the latter abided itself by the DFO order. But District Forest Officer Diwakar Pathak takes such rights violation just as a light matter. He frivolously said, "it's to see how we can have financial control that we froze their bank accounts."

However, he had to accept eventually that there was no fund misuse or aberration on part of the Community Forest User groups in Bake. Currently, it was only with the Area Forest Office's consent that the users could withdraw money from their account, if they were badly in need of money. From last Bhadra, the freezing of bank accounts was lifted of those four CFUGs that had constantly persuaded the district forest office by referring the account freezing as unlawful vis-à-vis the Forest Act and Regulations. They were Mahila Upakar CFUG, Srijana CFUG, Shivasakti CFUG and Gijara CFUG.

Shreedhar Upadhyaya, Coordinator of FECOFUN, Banke is of the view that the DFO was hell-bent to imposition of unnecessary control on user groups. Addressing a workshop on Community Forestry and Leadership Skill Development organized by FECOFUN at Kohalpur, he said, "It only discourages the community, and weakens their enthusiasm."

The total fund of all user groups in Banke exceeds Rs. 7.615 million (76 Lakh 15 Thousand). In Banke, 45 forest areas have already been handed over to the user groups, while the handover of another 10 forests is on anvil. The total area of community forest handed over to the users in Banke covers 3,866 hectares. Forest technicians say that forests area about 10,000 hectares are suitable for handover, and prone to encroachment if not handed over on time.

FECOFUN national executive committee member Mr Ghana Shyam Pandey demanded that the DFO immediately withdrew its decision of freezing the bank accounts of CFUGs. He said, "the CFUGs are the autonomous bodies which the DFO has intended to control unnecessarily in an indirect way". When Pandey made it clear that the FECOFUN was committed to take action against the user groups that misused the fund, DFO Pathak also responded positively and sought the FECOFUN's suggestion for improving the financial control. He added, "We are ready to move ahead in line with the FECOFUN's suggestions".
Community forest users’ complaint
'Rangers not sparing chickens’

Community forest users blamed the rangers of taking bribes ranging from a few chickens to a whopping amount of Rs. 46,000 from the poor forest users. Rangers were blamed of making them pay the bribes by showing weaknesses in their OP. The users expressed the complaint at a program organized by Yekata Bikas Kendra, Gaighat, Udayapur.

According to Padam Bahadur Paudel, President of Gurashe community forest user group, Tribeni, Ranger Balamlal Chaudhary had illegally taken 6 thousands rupees recently to prepare the CF’s OP and inventory, and had thus amassed a total of 46 thousand rupees for the OP preparation from the user group.

In the same program, a representative of Devi Khola community forest, Basaha had his own story to tell. He complained against the district forest office that they had been made to visit to the forest office, Gaighat more than 64 times only to register their OP and to get approval, and also made to pay ‘kickback’ for the public work.

Rudra Khatri, Secretary of Deurali community forest, Basaha-5, said that since they refused to pay bribes for getting approval on their OP, they were made to lengthen their stay at the district headquarters for as many as 14 days. It had cost them 35 thousand rupees, which could have been done just with 20 thousand rupees and would not have needed staying there so long, if they had paid the bribe as demanded.

Tired of the corrupt attitude of the forest rangers, Kepi Baral, president of FECOFUN, Udayapur complained that it was easier to receive the Forest Office’s approval on the OP plan if it was forwarded through timber contractors instead of channeling the OP in the legal way. He was sore as such an illegal channel also could gain permission for cutting trees of Khayer (Acacia catechu) and Sal (Shorea robusta), which was not possible otherwise. He blamed forest rangers of being the puppet at the hand of timber smugglers. “They are involved in the forest destruction, indeed,” he said.

For reactions to the users’ complaints, no forest officials were present at the one-day workshop, presided over by Shambu Pokhrel.

Source: Space Time (2059, Mangsir)
Session No. 5.1 (f)  
Time: 1 hour

Background:

It is likely that the participants are familiar with the word accountability (responsiveness) and have even borne accountability in their own way. One may have the understanding that it is only the leaders or committee representatives who bear accountability (responsiveness). The participants—though informed of the rights to resources in the earlier sessions—are not yet acquainted with the fact that accountability (responsiveness) and rights (authority) go together, hand in hand. This session has, therefore, been designed to explain the facilitator’s accountability (responsiveness) in enabling the CF stakeholders to act accountably vis-à-vis their set responsibilities.

Purpose:

To empower and motivate the facilitators to become accountable to the discharging and fixing of the responsibilities by the CF stakeholders

Learning objectives:

At the end of this session, participants will be able to:
1. Fix the responsibilities of different stakeholders.
2. Analyze the situation of different stakeholders in the group from accountability (responsiveness) point of view.
3. Realize the need for discharging their (stakeholders’) responsibilities in the group.
4. Show commitment to their (facilitators’) accountability (responsiveness) for helping the stakeholders in the group fix and discharge their responsibilities.
5. To evince the enhanced facilitating skills in enabling the stakeholders to act accountably.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Meaning of responsibility: Ask participants the following questions and let them discuss.
   - What does accountability (responsiveness) mean?
   - Which matter of the training are you accountable or responsive to?
   - What is your (facilitators’) responsibility?
   (Note- In administering this question: Determine one’s indispensable responsibility and make him/her realize it. For facilitators, being accountable involves realizing their responsibility for empowering the users and equipping them with the knowledge of the subject matter as envisaged by the training and its methodology. This process may also require using supplementary and cross questions)
3. Responsibility of the stakeholders: Select one of the participants and collect the following bits of information:
4. Analysis of the stakeholders in the community forestry user group.

Ask the following questions to analyze the stakeholders:

- Who are the stakeholders of your CF?
- Why are they the stakeholders?
- Ask everyone his/her responsibility.
- (Check the areas of accountability (responsiveness) of the district forest office, and others organizations involved. Clarify the responsibility through the discussion.)

4. Analysis of the stakeholders in the community forestry user group.

Ask the following questions to analyze the stakeholders:

- What types of stakeholders are there in your group?
- What resources do they use?
- What do they contribute?
- How are their social, economical and educational conditions?
- Do some of them belong to the committee, poor, rich, female and male categories?
- What would be the responsibility of each?
- Have they discharged their responsibilities or not? If not, why? What would be the impact of the failure to discharge their responsibilities?
- Has everybody in the CF fulfill his/her responsibility?

Facilitator’s accountability (responsiveness):
Relate the following to the No. 4 discussion,

- Who does make others responsible in the CF?
- Whose responsibility is it any way? Ask these questions and let them realize that it is the facilitator’s
- What will you do? Ask the question and try to make him committed to doing what he is set to do.

5. Skill development for facilitators for fulfilling their responsibility

- Make them feel that the facilitator is responsible for making the stakeholders capable to fulfill their responsibilities. Let them discuss how they will do it?
- Give legal information in the rights of the group, committee, female, timber collectors and the poor people during the discussion.
- While providing the legal information, ask them to play the role to show what their responsibility should be in each of those cases.
- Let them discuss and give feedback after the role-playing.

6. Evaluating and Concluding the session:

- Ask the following questions to evaluate the session:
  - What do you mean by the word “responsibility”?
  - Is the role of the different stakeholders within a group the same or different?
  - Is every stakeholder in the group carrying out his/her responsibility?
  - If not, then who is responsible to help them?
  - What is your responsibility for this work?
  - How will you fulfill this responsibility of yours?
  - For this, what will you do in the training?

Close the session presenting a short description on the meaning of responsibility and the facilitator’s responsibility to make the stakeholders realize their accountability (responsiveness).
Session No: 5.1 (g)
Time: 1 hour

Background:

It is likely that the participants are fairly familiar with the word "equity/gender" and have even adopted it in their life in one way or the other. It does not suffice. They need to know who had introduced the custom and rules of gender-based discrimination in society. They are also expected to know that development is not possible without equity/gender equality and equal opportunity. This session is aimed at acquainting the participants with the concept and implication of equity and gender equality.

Purpose:

To acquaint the participants with the concept of equity/gender equality

Learning objectives:

At the end of this, participants will be able to:
1. Explain equity/gender equality.
2. Realize the pressing need for strictly observing the equity/gender equality in the real life.

Teaching-learning activities:

1) Describe the background and objective of the session.
2) Meaning and rationale of equity and gender equality.

Focus the discussion on the following issues:
? What do you mean by equity and gender equality?
? Why is equity/gender equality indispensable?
? Divide the participants into two groups, give each group one of the following pictures and let them discuss what they’ve understood from the picture, what the message the picture gives, and what the desired or ideal condition should be:
\(\begin{array}{l}
\text{The picture No. 1 portraying a crane and fox being fed (with food)}
\end{array}\)
\(\begin{array}{l}
\text{The picture No. 2 with a male showing a retaliatory gesture at a female.}
\end{array}\)
? After the plenary discussion, ask the participants to present what they have understood so far. After each group’s presentation, draw a conclusion on the meaning, rationale and desired status/situation of equity/gender equality.

Picture No. 1 (of Crane and fox):
? What do you see in the picture?
? What are the utensils provided to feed the crane and fox separately?
? Could the crane or fox feed itself, from the given utensil? Why?
? What is there below the picture?
? Why could both of them feed themselves when given the food in the differently shaped utensils?
Could we compare this picture with the opportunity being provided to the people of all classes, sexes and castes of our society? How? And in which specific matter?

How can we relate this context (of the picture) with the opportunity that the people of different classes, sexes and castes of our society could receive?

How can we relate the same with the community forestry users?

Picture No. 2 (Male and female):

What can you see in this picture?

What is it meaning or what it indicates?

What it should be indeed? Why?

Analysis of the equity and gender equality in the community forest:

What is your group doing with the issues of equity and gender equality? How will you describe the situation there? Why?

What should be the desired condition? Why?

Role of the facilitator

What works should be done to suit the situation to the users’ need in your group?

To that end, what are the things you can do?

Evaluation and Closing of the session:
Evaluate the session on the basis of the following questions,

- Why and for what is equity necessary?
- Who should take the lead (or start) for bringing about the change?
- When and how will you start it?
- Wind up the session with a brief presentation of summary on meaning and rationale of equity and role of the facilitator for establishing equity in-group.

Materials:

(a) Picture of Feeding Crane and fox.
(b) Picture of Male and female

Guidelines for the facilitator:

Use the pictures as per the need.
Transparency

Session No. 5.1 (h)
Time: 2 hours

Background:

The previous sessions have informed the participants that transparency is one of the characteristics of a good/ideal community forest. Now, it is the right time that they are apprised of meaning, and importance of transparency and its scope in the community forest. Therefore, this session has set its vision to acquaint the participants with the concept of transparency and to develop participants' requisite skills required for observing transparency in working life.

Purpose:

To impart the knowledge of concept, importance and scope of transparency to the participants.

Learning objectives:

At the end of this session, participants will be able to:
1. Explain meaning of transparency.
2. List out the scope of transparency, i.e., the areas in which transparency is expected.
3. Highlight importance of transparency.
4. Express their own opinions on transparency and commitment to observance of transparency.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Meaning, concept and scope of transparency:
   Discussion may focus on the following questions:
   ☑ What is transparency?
   ☑ Why transparency is necessary in community forest?
   ☑ Which of the following must have transparency?:
     o Decision making process
     o Benefit Distribution
     o Leader selection
     o Financial transactions or matters
   What should be done to improve transparency in the aforesaid aspects?
   Role-playing and discussion:
   ☑ By inducting a few participants the facilitator himself shall demonstrate how to play the role for simulating the “working committee meeting”. His/her role-playing shall have an endeavour to illustrate the incidents of transparency and those lacking it.
   ☑ After role-playing, let them discuss the following questions.
     ☑ How they liked the role-playing? Why?
     ☑ What are the aspects which are transparent in the role-playing? Why?
What are the aspects not transparent? How?

2. Analysis of the present situation of groups and the facilitator’s role in improving the situation.
   Ask the following questions and let them discuss:
   ✿ What is the present situation of your group in regard to the above-mentioned aspects?
   ✿ What improvements do you think are necessary in the present situation? Why?

3. Discussion based on the concept and commitment:
   ✿ What type of situation we want or dream of in each of these aspects?
   ✿ What should be done to reach at the desired level of transparency?
   ✿ What should be your role in such works?
   ✿ If no body comes up as committed to play the role, let them discuss the perceived difficulties in those works.

4. Evaluation and Closing the session:
   Ask the following questions to evaluate the session and wind up the session with thanks to all. (15 minutes allotted)
   (a) What does transparency mean?
   (b) What is its scope? or what are the areas it encompasses?
   (c) Who is responsible for having insufficient transparency in the community forest sector? Why?
   (d) What happens if there is no transparency?
   (e) What is your role in bringing transparency into your group?

Guidelines for the facilitator:

Demonstration of the following roles is recommended the during role-playing:
(a) The role in which the decisions of the working committee meeting are being concealed from the user groups.
(b) The role in which the Chairman (President) hides from others the invitations for training and travel opportunities and such other benefits. He would rather stuff his pocket with those invitations into lest other members spot them any way.
Learning Organization

Session No. 5.1 (i)
Time: 1 hour

Background:

Only a few participants may have heard about ‘learning organization’. They need to have a clear understanding of what type of organization is called a learning organization and what its characteristics are. Therefore, this session is aimed at imparting the knowledge of a learning organization and its characteristics, to the participants.

Purpose:

To acquaint participants with the concept and characteristics of a learning organization.

Learning objectives:

At the end of this session the participants will be able to:
1. Define learning organization.
2. Tell characteristics of a learning organization.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. State the meaning and characteristics of a learning organization.
   Ask the following questions and launch the discussions:
   a. What is learning organization?
   b. What are the characteristics of learning organization?
      (Note: Draw conclusions from the discussions based on the above questions. See the guidelines)
   c. Let them recall the ‘learning cycle’ and discuss. (See the guidelines)
   d. Discuss “the wisdom process” (See the guidelines)
3. Evaluation and Closing of the session.
   Conclude the session asking the following questions:
   a. What is learning organization?
   b. In reference to a few examples of learning organization, ask them why those organizations are the learning organization?

Materials:

A chart of the wisdom process.

Guidelines for the facilitator:

Learning organization should possess at least the following characteristics:
1. There should be the custom of discussing on experiences, decision making and implementing the decisions.
2. Works should be done in accordance with one’s capability. One who fulfills his/her responsibility should get a deserving level of respect. The boss if fails to discharge his/her tasks effectively would deserve no respect.

3. The organization believes that there is nothing like superior or inferior jobs, all the jobs contribute to the organization. The same applies to the human resources.

The Wisdom process

Information- Analysis- knowledge- Use- Wisdom
The persons involved in the callings like iron industry, farming, or timber collecting have the knowledge in their respective occupations, and the ones with occupational wisdom.
Participatory Democracy

Session No. 5.1 (j)
Time: 1 hour

Background:

Participants are obviously familiar with the word “Democracy”. That, democracy is to convince the mass about what a few elite persons thinks right, is a myth. Participatory democracy actually means a system in which members themselves get motivated and mobilized to actively participate in the policy making, implementing and benefit sharing; and it is something the participants should apprised of. Therefore this session has envisioned an endeavor to acquaint the participants with participatory democracy.

Purpose:

To acquaint the participants with participatory democracy and prepare and change them mentally for applying it to their real life.

Learning objectives:

At the end of this session participants will be able to:
1. Define meaning of the participatory democracy.
2. Distinguish between participatory and representative democracy.
3. Show commitment for participatory democracy by enunciating its merits over representative form of democracy.

Teaching-learning activities:

1. State the background and objective of the session.
2. Explain Meaning and rationale of participatory democracy.
   Questions–answer technique and fact finding process:
   ☑ What does participatory democracy mean?
   ☑ What is the importance of participatory democracy?
   ☑ Form two groups and analyze their group characteristics to determine which group has exercised democracy and which has not.
   ☑ Analyze characteristics, merits and demerits of participatory democracy and representative democracy.
   ☑ Which type of democracy do you prefer for the community forestry? Why?
   (Note: Let them realize that those failing to fulfill their responsibility or accountability (responsiveness) will be called back in the participatory democracy.)
3. Participation and leadership
   ☑ Present the ‘participation and leadership chart’ and ask what will be the form of participation in a particular type of leadership?
   (See the Reading material Page No…..)
   Note: Participation is just forced in an autocratic leadership. The more reformatory the leadership, the more democratic it becomes. More democratic means more participatory)
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- Ask participants to remember their group, let them follow the chart and discuss the type of leadership and participation in their group
- Discuss merits and demerits of leadership and participation in the groups.

4. Participants’ commitment:
   Ask the following questions and let them discuss on:
   - What type of participation and leadership do you want? Why?
   - What should be your role in establishing participatory democracy in your group?
   - What type of leadership and participation will you demonstrate? What will you do for that?

5. Evaluation and conclusion of the session:
   Evaluate the session asking following questions,
   - What is the difference between participatory democracy and representative democracy?
   - What type of democracy is necessary or preferable in the community forest? Why?
   - What lesson have you learnt from this course?
   - Who should take the lead in bringing out the change? Why?
   - What are the merits of participatory democracy?
   - Summarize the discussion to draw a conclusion, and close the session.

Material:

Chart of participation and leadership.

Guidelines for the facilitator:

Ask the questions with a view to preparing the participants to change mentally.
Leadership, Participation Level & Decision Making Process
Good Governance

Session No 5.1 (k)
Time: 2 hours

Background:

Good governance may not be a strange word for the participants as they may have heard or used the word in the past. Understanding good governance as ‘the one in which a key leader runs a state or organization by pleasing his/her followers’, is just inadequately stated. It is also a system to mobilize the leadership of the management and members thereof. Therefore, this session has been designed with a view to impart the knowledge of good governance to the participants.

Purpose:

To make the participants acquainted with the concept of good governance.

Learning objectives:

At the end of this session the participants will be able to:
- Explain meaning of “good governance”.
- Describe leadership skills required for organization management to establish good governance.

Teaching-learning activities:

1. Explain the background and objective of the session clearly.
2. Meaning and rationale of good governance:
   - Ask what good governance is.
   - Note on the white board the matters raised during the discussion.
   - Why good governance is necessary in community forest?
   - Note on the board the participants’ opinions and responses.
   - Clarify the written matters through discussion.
3. Good governance and leadership
   Ask the following questions and discuss:
   - What type of leadership is necessary to establish good governance?
   - What role should the leader play?
   - What characteristics should the leader possess?
   - What is the leader’s role in running the organization? Why?
   - What personal traits and qualities do the leader possess to run the organization? Why?
   - Who is responsible for developing capable leadership? (Explain through discussions).
   - What are the things to be improved, if we are to assist the task of developing efficient office management and effective leadership? Why? When to start?
4. Realization and commitment:
   Ask the following questions and discuss:
   - What will happen if there is no good governance in the community forest?
Is there any work going on in the group in line with these characteristics of good governance?
What will you do in this regard?

5. Evaluation and Closing of the Session

It involves collecting, from the participants, answers to the following questions:
- What is good governance? Why is good governance necessary?
- Who establishes good governance in the group?
- What can we sacrifice for establishing good governance? When shall we start sacrificing?

Show them the poster of "Good Governance" and explain them how it was developed and what is happening now to establish good governance in FECOFUN.

**Material:**

Poster of good governance.

**Guidelines for the facilitator:**

Suit your questions to the participants' level of understanding and intellectuality, so as to make him/her realize the fact. Convince them that change must start from the person himself/herself if he/she yearns for good governance.
Session No. 5.2
Time: 3 hours

Background:

Having informed of the characteristics of CF in the previous sessions, the participants may have realized that the group will be ideal if it follows those characteristics. They have also been informed of the need for developing or setting indicators for the same. Now they need to know what the indicators are, how they are prepared, and in which language. Therefore, this session is aimed at further explaining the CF characteristics through setting the indicators for each of the characteristics.

Purpose:

To enable the participants to set or formulate indicators of the CF characteristics.

Learning objectives:

At the end of this session, participants will be able to:
1. Set or formulate the indicators of each characteristic of the community forest.
2. Realize the need and importance of setting indicators in securing the characteristics of an ideal community forest.
3. Formulate at least one indicator of each CF characteristic.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Meaning of indicator:
   - Ask the participants what an indicator is and let them discuss.
   - Give examples.
   Ask what makes a family ideal, or what are the characteristics or qualities does an ideal family possess. Then, note down the answers from the participants
     o Small family
     o Good income
     o No conflicts or squabbles
     o Educated parents and children
     o Decision making through discussions.
   - Explain to them that indicators are the intangible things that measure a particular phenomenon.
3. Realization of the need for setting indicators
   - Let them feel the importance of formulating indicators through discussion on the following questions:
     o Why should indicators be set? What will happen if they are not set?
     o What are the merits and demerits of setting the indicators? How?
4. Setting Indicators:
Model exercise: Inform them that one characteristic will be first chosen for which the indicators will be set in a large group, and whereas indicators of other characteristics set in small groups.

Discuss the single characteristic and set indicators through discussions in plenary. For this, the following question may be asked.
  - How and what to examine if the characteristic has been achieved?

Setting Indicators through group discussion.
  - Divide the participants into 4/5 groups.
  - Ask each group to set the indicators of the 2-3 characteristics in the way they had done in the large group exercise.
  - Group work.

Presentation of group works and finalization of the indicators
  - Let each group present their conclusions and finalize the indicators.

5. Evaluating and closing the session:
  - Ask the following questions to evaluate the session:
    - What is the meaning of indicators?
    - Why indicators should be set?
    - What should be your role in formulating the indicators of characteristics of the community forestry user group?

Materials:

Usual classroom related materials.

Guidelines for the facilitator:

Let the participants to be aware not to miss important indicators. Explain to them that indicators may not be only quantitative but also qualitative in nature.
Indicators Formation

Indicators developed and devised on the basis of the characteristics of the community forest and its analysis are included in the Constitution and OP.

1. **Characteristics: Right over resources/Access to resources**

**Indicators**

- By making the user group aware of their legal rights, the Constitution and operational plan should be prepared through the users’ consensus.
- In line with the rights provided by the law, the users should utilize forest resources without causing any damage to such resources.
- The users should be alert and proactive to preserve their legal and constitutional rights wherever they need to.

2. **Characteristics: Integrated Resources management**

**Indicators**

- The resources within the User Group and in Community Forest should be well identified and mapped
- A plan should be devised and implemented by the users’ consensus to manage different natural resources.
- Programs to uplift the livelihood of the marginalized, disadvantaged, exploited, dalits, and economically poor should be devised and implemented after having well-identified such groups
- Programs to manage the community forest and its impact should be developed and implemented through the stakeholders’ participation and consensus if possible

3. **Characteristics: Gender /Equity**

**Indicators**

- A man and a woman should represent from each household as a family head in user group member and record should be maintained
- At least 50% woman representation should be in the executive committee as well as in other committees. Responsibility should be divided proportionately.
- There should be a provision for all the users to contribute proportionately to the forest management activities. However, the destitute, ‘differently able’ (disabled) and handicapped people should be spared in such activities.
- The economic level of the user should be determined first. If a levy is to be charged on the forest resources/products, a 50% discount may be provided to poor and disadvantaged.
4. **Characteristics: Social Justice**  
   **Indicators**  
   - The dalits, women, and poor, backward, disadvantaged, and marginalized people and ethnic group people should be prepared in advance to participate in the meeting, assembly, training, workshop and in decision making process related to forests.  
   - The dalits, women, and poor, backward, disadvantaged, and marginalized people and ethnic group people should be made aware of their legal rights and responsibilities and they should be encouraged to represent themselves in the leadership level.  
   - The dalits, women, and poor, backward, disadvantaged, and marginalized people and ethnic group people should be made aware of the importance of community forest, and the rights that law has provided to them.

5. **Characteristics: Accountability (Responsiveness)**  
   **Indicators**  
   - The chairperson should not discriminate members in assigning the responsibilities. It should be decided in the assembly or meeting.  
   - There should be a provision of reward and punishment to the well performing users and rule breaking users respectively.  
   - There should be commitment on part of the users to be present on time, to take part in decision-making and to discharge responsibilities  
   - The responsibility should be divided and fulfilled on time.

6. **Characteristics: learning organization**  
   **Indicators**  
   - In order to initiate the experiential learning cycle in the groups, there should be a provision of discussion and conclusion made after implementing each program and for further implementation.  
   - There should not be any discrimination on the basis of caste, gender, rich, poor, disadvantaged group and post and a provision should be made to honor the work.  
   - Provisions should be made to implement as a trial any activities found by the users after the research work.

7. **Characteristics: Good governance**  
   **Indicators**  
   - The constitution, operational plan and regulations should be formulated and enacted on the basis of consensus  
   - Those who work against the constitution, operational plan and regulations should be punished.  
   - After the discussion, the issues in the assembly and meeting of the user group should be recorded in the minute book in which all the members are required to sign as an expression of their agreement (assent) or disagreement (dissent) over such decisions.
8. **Characteristics: Participatory democracy**

**Indicators**

- The Constitution, operational plan and regulation of the user group should be formulated through all users' consensus.

- If the group wants to change the rules and regulation or wants to make new rules and regulations, the proposal to this effect should be sent to the users one month ahead of the discussion. And it should be discussed in their meeting.

- The assembly should be held when there is an adequate quorum of both men and women members as categorically stipulated in the Constitution.

- There should be a provision of recalling the members failing to perform their duties on time.

9. **Characteristics: Power Balance**

**Indicators**

- The users should exercise their rights by being aware of their constitutional fundamental and legal rights.

- In accordance with the need and the priority, awareness programs should be held conducted after having identified the condition of exercising right by the user groups.

- The Constitution and operational plan formulated through the users consensus should be approved per se without any change.

- A new committee should be formed according to the Constitution and operational plan, if the existing committee is found passive and poorly performing.

- There should be co-ordination between the users and local authority and an agreement to work together.

10. **Characteristics: Transparency**

**Indicators**

- The Users should be familiar with the activities mentioned in the Constitution and operational plan (OP).

- Accounting of income and expenditure should be up-to-date and duly approved by the general assembly.

- The user should be informed about the committee decision within 7 days in order to implement such decisions and programs approved by the general assembly.

- The register, minute book, forest product sale register, the incoming and out-going records and other essential documents should be kept in a systematic way.

- The invitees to the meeting should be informed, on time, about the place, date, time and agenda.

- A report on all the activities performed or to be performed in the near future should be posted in the notice board.

- Copies of the annual program approved by the user group should be sent to the local governments.
11. **Characteristics: Consensus**

**Indicators**

- There should be adequate informal discussion among the same interest group on the agenda before the assembly is formally held.
- By identifying them, women, Dalit, and poor marginalized and underprivileged people should be prepared and familiarized with the concerned subject matter and agenda to be discussed in the meeting.
- The decision by the users present in the assembly or the meeting through consensus will be made after adequate discussions.
Analysis and Classification of Indicators
Session No. 5.3
Time: 3 hours.

Background:

Participants have so far learnt the concept, and the setting process of indicators, and they have also formulated indicators accordingly. But they are yet to analyze the indicators to specify which indicators are applicable to the constitution and operational/action plan and which to the process. Doing so is essential for the participants to decide which indicators to be applied to the constitution, and operational/action plan. Therefore, this session shall enable the participants to analyze and ascertain the indicators applicable to diverse purposes like constitution, OP and process.

Purpose:

To develop the participants’ skills required for ascertaining the indicators applicable to diverse purposes like constitution, OP and process.

Learning objectives:

At the end of this session, participants will be able to ascertain the specific indicators applicable to specific purposes like constitution, OP and process.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Setting Indicators: Explain which indicators are applicable to constitution, OP and process categorically, with examples. For this, the facilitator should study the indicators of a certain characteristic and ask the participants to ascertain the specific indicators applicable to specific purposes like constitution, OP and process. Then, s/he should let them discuss and conclude from the discussion.
   Group work: Distribute the reading materials containing the indicators prepared in the previous session. And ask the participants to ascertain the specific indicators applicable to specific purposes like constitution, OP and process.

Presentation and conclusion:

? After having ascertained the indicators, the participants should be urged to make their group presentations and draw conclusions through discussions.

3. Evaluation and Conclusion of the Session:

For evaluation, ask the participant to recall 3-4 indicators applicable to specific purposes, and close the session with thanks.

Materials:

Reading materials containing indicators (prepared in the previous session).

Guidelines for the facilitator:

Prepare yourself by studying the constitution, OP, and indicator setting.
Session No: 5.4  
Time: 3 hours

Background:

Up to the last sessions, participants have learnt the CF group characteristics, their indicators and the way to analyze the indicators too. Participants have been made to realize that to manage CF successfully, the constitution and operational plan (OP) should contain the provisions based on the indicators. By now, the participants should have been curious to know what is there in their group's constitution and OP. This session is aimed at analyzing the constitution and OP and thereby identifying status/condition of the indicators, so that facilitating the CF user groups will be made easier and more effective.

Purpose:

To develop the capability of the group to identify status/condition of the indicators by analyzing the group’s constitution and OP

Learning objectives:

At the end of this session, the participants—on the basis of the study of the constitution and OP—will be able to prepare a checklist of the indicators that the constitution and OP have either already contained or should have contained

Teaching-learning activities:

1. Explain the background and objective of the session.
   a. Analysis of the constitution and OP
      ? Provide a copy each of constitution and OP to the previous session’s small group and let them study them.
      ? Ask the group to analyze the constitution and OP on the basis of the indicators developed in the previous session.
      ? After the presentation of each small group work, launch the discussions among them.
   b. Evaluation and Conclusion of the Session:
      Ask the following questions to evaluate the session.
      o What are the provisions in the group constitution and OP that resemble the indicators you have set?
      o How to incorporate into the constitution and OP those provisions that you had developed and intended to enshrine into them?
      o Wind up the session with thanks to the participants for their active participation.
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Materials:

Reading materials including the constitution and OP, and the format.

Guidelines for the facilitator:

Prepare the format according to the following:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Indicators</th>
<th>Existing provisions</th>
<th>Where are they?</th>
<th>Desired provisions</th>
<th>Where are they?</th>
<th>Remarks</th>
</tr>
</thead>
</table>

Prepare for this session by providing the required materials and assigning the works one day ahead of the session.
Group Organizing Process

Session No: 6.1  
Time: 3 hours

Background:

The participants have learnt about the organization of the CF users’ federation or users group in their own way. They also need to clearly know the process for organizing and reformulating properly, its analysis and the behavior expected of the volunteers. Therefore, this session shall impart the knowledge of the organization formation process, and the behaviors expected of the facilitators.

Purpose:

To have a positive change in the participants' concept and behavior in regard to the organization formation process.

Learning objectives:

At the end of this session participants will be able to:
1. Explain meaning and rationale of the organization as well as the organizing process.
2. Realize the need for forming the organization using proper process.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Meaning and rationale of organization.
   - “What is organization? Why organization?” Ask the participants these questions and let them discuss.
   - Note on the white board the important points of discussion.
   - Who organizes? How should be the organizer? Let them discuss.
3. Organization formation process
   - Distribute the poster “How to organize” and give them 10 minutes’ time for studying.
     (See the material “How to organize”)
   - Ask what they have understood from the poster and let them discuss.
   - Place the poster on the white board and explain it in a sequence.
4. Change in concept
   For this, the following questions may be asked:
   - Why is it necessary to follow the process strictly while organizing?
   - In which matter should the organizer change first?
   - How can the relationships be expanded?
   - Now, what shall we do now? Why? When?
5. Evaluation and Conclusion of the Session
   Ask the following questions to evaluate the session:
   - What does organization mean?
   - Why should we follow the process strictly while organizing?
6. Summarize the conclusion and close the session.

**Materials:**

30 Posters of “How to organize?,

**Guidelines for the facilitator:**

Ask participants if they have done any organizing and group formation before. Relate those experiences as much as possible.
Group Formation Process

Session No: 6.2
Time: 3 hours

Background:

Back home, the main responsibility of the participants is to facilitate the formulation and modification of the CF constitution and OP systematically by following a certain process. The participants have probably learnt that the CF should be formed observing a certain process, but they are not fully informed of the process. Therefore, this session has been designed to explain group formation process to the participants.

Purpose:

To explain the CF formation process to the participants and create their awareness to follow the ‘process’ while forming it.

Learning objectives:

At the end of this session participants will be able to:
1. Explain the process and steps of CF formation.
2. Realize the need for following the process while forming the CFUGs.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Information of CF process.
   (a). Reflection of the participants’ own group formation process;
      ? Ask participants to close their eyes and think about their own users group.
      ? Let them reflect and brainstorm each participant how his/her CF was formed?
      ? Ask them to open their eyes and note down in their paper/ copy what they have deduced from the brainstorming.
      ? Select 2-4 participants and let them explain their CF formation process to other participants.
      ? Clearly note on the board what the participants have said.
   (b). Analysis of information:
      ? It is possible that the participants’ CF has not been formed in the process they have just stated. So, ask questions so that they could realize this reality gap.
Some possible questions (Suggested questions):
   ? How many households are there in your CF?
   ? How many of them were present in the assembly? How many of them were female and how many male?
   ? Who drafted the constitution and OP?
   ? Does the CF belong to all, including every household, female, male, and poor, oppressed, and dalit? Or does it belong only to one of them?
   ? If it belongs now to only one or few of them, don’t you think the excluded ones also should have participated in it?
   ? If yes, then why didn’t it happen?
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Additional questions:

? What is the degree of participation of the poor, oppressed and female in your CF?
? How do you feel if they are not included in the CF? What will the impact be, if they are not included?
? Why didn’t they show their interest in participating?
? Have they been well informed of the CF?
? Is it necessary for them to know it?
? If yes, then why were they not given the opportunity to know it?

(c). Discussion on the changes resulted from the failure to observe the process.

Now, draw the picture in which a person leaps over multiple steps of a ladder and ends up getting ‘disabled’ as he falls from the ladder. Show the picture to the participants and let them discuss asking the following questions:

? What do you see in this picture?
? How do you feel seeing this picture?
? What is the reason behind the accident?
? What should he have done to prevent this accident?
? What will happen if the CF deviates from or neglect its process?

Relate this event to the participants’ own CF.

? How much are you informed of the entire process of CF? Do you have any interest knowing it or not?

(d). Information on the group formation process:

? Explain the CFUG formation process after making sure that the participants are interested. Explain the objectives, methods and other pertinent issues. Use the poster “Community Forest: Wealth of Community”
  o Relations, co-ordination and expansion of relations.
  o Feasibility study.
  o Household program (Door-to-door program).
  o Common interest group discussion.
  o Conflict management and forging consensus.
  o Conducting the Assembly.

3. Concept on the group formation process.

? Ask the following questions and let them discuss the issues, to impart the knowledge of concept and skills of the group formation process and to build up the commitment to observing it:
  o How you liked the process of CF?
  o Have the CF groups been formed according to this process or not?
  o How is it necessary to follow this process in forming a new CF? Why?
  o What will you do for it?
  o Are you clear about every process?
  o Is it necessary to have the information or not?
  o What should be done to be clear about the CF process? What will you do for learning it and educating others?

4. Ask the participants how they liked the session, and summarize the discussion.

Materials:
"Community Forest: Wealth of Community” poster.

Guideline for the facilitator:
Constitution and Operational Plan Formation, and Revision Process

- Study, Analysis of Constitution & OP and Indicators Formation
- Feasibility study (Identification of forest & users)
- Social Mapping
- Well being Ranking Learning Organization:
- Household Empowerment Programme
- Identification & Setting of Common Interest Group
- Common Interest Group Discussion for Constitution
- Analysis of Common Interest Group Discussion
- Management of Conflict Subject Matters
- Preparation of assembly for Constitution
- Submission of Constitution and Operational Plan at District Forest Office
- Write up of Operational Plan
- Conduction of Assembly for Operational Plan
- Preparation of Assembly for Operational Plan
- Management of Conflict Subject Matters
- Common Interest Small Group Discussion & Analysis
- Common Interest Small Group Discussion for Operational Plan
- Forest Resource Inventory & Analysis
- Write up of Constitution
- Conduction of Assembly for Constitution
- Participatory Resource Mapping
- Transect Walk
Relations, Co-ordination and Relations Expansion

Session No. 6.2 (a)
Time: 3 hours

Background:

The participants have learnt from the earlier sessions that relations, co-ordination and relation expansion are the primary steps of the CFUG formation process. Now they need to know the objective, subject matters and facilitating process. This session is aimed at developing the participants’ facilitating skills to complete these steps successfully.

Purpose:

To acquaint the participants with the meaning, objective and facilitating skills required for the step of relations, co-ordination and relation expansion.

Learning objectives:

At the end of this session participants will be able to:
1. Explain the meaning, objective, subject matter and facilitating process of relations, co-ordination and relation expansion.
2. Distinguish different aspects of contact, co-ordination and relation extension.
3. Express the feeling of importance of contact, co-ordination and relation extension.

Teaching-learning activities:

1. Describe the background and objectives of the session.
2. Meaning, objective, subject matter and facilitating process:
   (a) Clarify by asking participants the following questions:
       - What do you understand from relations, co-ordination and relations expansion?
       - What are objectives of these steps?
       - What will happen if they are not followed?
       - What are the issues that should be discussed?
       - How will you facilitate these steps?
   (b) Discuss on the above-mentioned matters sequentially.
      Aspects and units of relations, co-ordination and relations expansion.
   (c) Generate ideas on every aspect and unit concerned with the local community from the brainstorming, and note them down.
   (d) Let them explain the different aspects and units, turn-by–turn, and note them at the corner of the board.
   (e) On the basis of the points noted on the board, ask participants to note in their paper/copy the important units that should be included during group formation for relations, co-ordination and relations expansion.
(f) Let every participant tell the names of selected units and let them note at another corner of the board.

(g) Let them prepare the final list of points after discussions among the participants.

3. Skill development and realization of importance of relations, co-ordination and relations expansion.

(a) Form three pairs of facilitators and three units (Example: local unit, DFO, Forest user group) from the participants.

(b) Provide 10 minutes to each pair of facilitators for the preparation of role-playing. The pair of facilitators will choose one unit each.

(c) Provide 15 minutes to each pair to demonstrate their roles. After each role-playing, give 5 minutes for reflection.

(d) Ask the following questions to make the participants feel the need for this step.

   - How was the step of relations, co-ordination and relations expansion? Why?
   - How is this step important in the community forest user group formation process? Why?
   - What will you do when you are working?

4. Evaluation and Conclusion of the Session

(a) Ask the following questions to evaluate the session:

   - Which units should the relations, co-ordination and relations expansion be established? Why?
   - Which matters should be discussed in this step? made?

(b) Wind up the session briefly describing the units to be contacted, coordinated and the subject matter of the discussion.

Materials:

Posters, Pictures (depicting the CF vehicle)

Guidelines for the facilitator:

Inform the participants that they need to deal differently while trying to establish relations and expanding them with different units.
Session no: 6.2 (b)
Time: 1.30 hours

Background:

The participants are expected to know that feasibility study is an important aspect in the community forest user group formation process. But they may have lacked information regarding its objective, subject matter, method and process, and the facilitation skills related to the feasibility study. Therefore, this session has been designed to impart knowledge and concept of the feasibility study to the participants, and help develop the skills required to prepare the feasibility study.

Purpose:

To impart knowledge and concept of the feasibility study to the participants, and help develop the skills required for preparing the feasibility study.

Learning objectives:

At the end of this session, the participants will be able to:
1. Explain meaning, objective, method and process of feasibility study.
2. Explain three methods to identify users.
3. Realize the need of the feasibility study in the community forest user group formation process.

Teaching-learning activities:

1. Describe the background and objective of the session.
2. Meaning, objective and methods of feasibility study:
   (a) Ask each participant what a feasibility study is, and let him/her reply.
   (b) Note on the board the participants’ answers and sum up to explain the meaning of feasibility study.
   (c) Ask participants what the objective of feasibility study is and sum up the participants’ answers to clarify the objective of feasibility study.
   (d) Elucidate of the methods of the feasibility study (like social map, resource map, well being ranking, time line)
   Social mapping:
   Ask the following questions and let the participants discuss:
   o What is social mapping? What things are indicated in the map?
   o Who and how is a social map is prepared?
   o Who will get what type of information through social mapping?
   o What are the benefits of the social mapping and who benefits from it?
   Resource mapping:
   o What is a resource map and why is it prepared?
   o Who and how is this map prepared?
   o What information can be obtained from the resource map?
What type of benefits one can obtain from this exercise? And, who?

Well being ranking:

- What is ‘well being ranking’ and why is it done?
- How is the ‘well being ranking’ done?
- What information can we obtain from the well being ranking?
- What type of benefits can one obtain from this exercise? And, who?

Time line:

- What is time line?
- How is the time line prepared?
- What type of benefits can one obtain from the time line?

(Note: Inform the participants that every method will be discussed in the subsequent sessions)

3. User identification:

(a) Let the participants discuss how to identify users and explain the user identification methods. For this, ask the following questions:

- What will be the methods of identifying users?
- When users should be identified? Why?
- Who should identify users? And why?

(b) Form the teams of the facilitator and targeted group and let them exercise the user identification process. Then, let them discuss positive aspects and the aspects requiring improvements. Let them inform if there is any information that needs to be incorporated.

4. Evaluation and Conclusion of the Session:

Evaluate the session asking the following questions:

(a) What is feasibility study?
(b) Could you explain any three methods of feasibility study?
(c) What are the methods of user identification?
(d) How is it important to do feasibility study? And why?

Materials:

Guideline for the Facilitator:
Social Mapping

Session No. 6.2. b.1
Time: 3 hours

Background:

The previous sessions have imparted some knowledge on the social mapping to the participants. Now, they need to have a clear understanding of what social mapping is, what its objectives are and how it should be prepared. Social mapping is one of the important methods that come under the group formation process. Therefore, this session is aimed at imparting the concept of social mapping to the participants.

Purpose:

To develop facilitating skill required for preparing social mapping and informing them that social mapping needs to be prepared during the group formation process.

Learning objectives:

At the end of this session, the participants will be able to:
1. Explain the concept, objective and methods of social mapping.
2. Realize the importance of preparing social mapping during the group formation process.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Introduction, objective and process of social mapping:
   - Ask participants what social mapping is, and what its objectives and processes are.
   - Let them note down the answers in their paper/copy and explain turn by turn. Write the answers on the board, and clarify them after discussion.
   - Equip the participants with the knowledge of introduction, objective, process and required materials of the social mapping.
3. Exercise for preparing a social map:
   - Let the participants’ exercise to prepare a social map, in reference to any (one) village.
   - Following the map preparation exercise let them discuss to identify if there is any unclear matter.
4. Make participants feel the importance of social mapping during the group formation process.
   For this, let them discuss the following questions:
   - How you felt during the social map preparation?
   - Why should it be prepared?
   - What type of information will the facilitator and participants get from the social map preparation?
   - What benefits will they get? How?
5. Evaluation and Conclusion of the Session:
   (a) Explain the participants’ query regarding social mapping, if any. At the end, collect their opinions on the following issues to evaluate the session.
       o What does a social map mean?
       o Explain any two objectives of social mapping.
       o Explain any five materials needed for preparing a social map.
       o How is it important to prepare a social map? And why?
   (b) Sum up the discussion and conclude the session.

Materials:

? Study materials.
? Local materials for study like: red soil, white clay, lime, and stone...

Guidelines for the facilitator:

? At the time of preparing a social map, the facilitator will understand social, economical condition of the village, their relations with resource and issues related with them. Through the analysis of the community, the participants will also come to know their issues and access to resources.
Well Being Ranking

Session No. 6.2.b-2
Time: 2 hours

Background:

In the previous sessions, the participants have learnt that the well being ranking is the method to distinguish the rich from the poor in the community. Now, they need to have the knowledge of the well being ranking, and its objective. They need to know how it is done (i.e., process) and develop their skills of preparing the well being ranking. Therefore, this session is aimed at imparting knowledge and concept of well being ranking as well as equipping the participants with the skills required for setting the well being ranking.

Purpose:

To acquaint the participants with meaning, objective and importance of the well being ranking, and to develop their skill of setting it.

Learning objective:

At the end of this session, the participants will be able to:
1. Explain meaning and objective of the well being ranking.
2. Realize the need of well being ranking.
3. Demonstrate the well being ranking.

Teaching-learning activities:

1. Explain the background and objective.
2. Meaning and objective of well-being ranking:
   Explain the meaning and objective of well being ranking.
3. Method of the well being ranking.
   Select three participants as facilitators and let them exercise the well being ranking.
4. Importance of well-being ranking.
   Ask them the following questions to make them realize the importance of well being ranking.
   
   ? How you liked the well being ranking?
   ? Why is the well being ranking important?
   ? What will you do in regard to the well being ranking?
   ? What do the facilitator and participants learn from the well being ranking?
5. Asking the following questions will satisfy the participants’ queries.
   
   ? Why is it important to set the well being ranking in-group?
   ? What should be done after the well being ranking?
6. Evaluation and Conclusion of the Session.
   Ask the following questions to evaluate the session.
   
   ? What does the well being ranking mean?
   ? Why should the well being ranking be done?
   ? What benefits will the facilitator and group get from well being ranking?
Sum up the discussion and conclude the session.

Materials:
Meta cards.

Guidelines for the facilitator

- Let the participants exercise the process themselves.
- The facilitator should be familiar with all the three methods of well being ranking.
Time Line

Session No. 6.2.b-3
Time: 1 hour

Background:

The participants have probably heard little about time line. Now, they need to enhance their knowledge on time line. They are expected to know importance of time line and skill to prepare it. Therefore, this session is aimed at acquainting the participants with meaning, objectives, preparation method and importance of the time line method.

Purpose:

To acquaint the participants with various aspects of the time line method.

Learning objectives:

At the end of the session, the participants will be able to:
1. Explain meaning, objective, and method of time line.
2. Express the importance of time line in the group formation process.
3. Facilitate the preparation of time line.

Teaching-learning activities:

1. Explain clearly the background and objective of the session.
2. Meaning and objective of time line:
   ? What is time line? And why should time line be prepared?
   ? Highlight the time line as an important method to notice the trend induced by different important events in different time intervals.
3. Method/process of preparing time line:
   ? Ask one of the participants to prepare time line of his own life, of course, with the help of the facilitator.
   ? Ask him/her what were things done in the above exercise, how it was done, and what specific points were considered during the exercise.
4. Discussion on time line preparation of forest user group or community.
The following questions may be asked for discussion:
   ? How should time line be prepared in a group or community?
   ? What should be the role of the participants and facilitator in preparing the time line?
5. Importance of time line:
The following questions may be asked to clarify the importance of time line:
   ? What new things will participants feel from the time line preparation?
   ? What information will facilitators gain?
   ? How and in what way will it help, and whom?
In time line preparation, the participants will discuss important events and its effects of certain time line.
6. Evaluation and Conclusion of the Session:
Ask the following questions to evaluate the session:

- What is time line?
- How should time line be prepared?
- What is the importance of time line?
- Explain the importance of time line both for the facilitators and participants, and conclude the session:

**Materials:**

**Guidelines for the facilitator:**

- Give examples and illustrate time line to explain its concept to the participants
- Use the following format for time line:

<table>
<thead>
<tr>
<th>Time/years</th>
<th>Events</th>
<th>Effect/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Household Visit / Empowerment Program

Session no: 6.2. C
Time: 6 hours

Background:

The participants may have been lightly informed that household empowerment program is an important aspect of the group formation process. There is also a high need for familiarizing them with the objective, content, process and skills of household empowerment program. This session is aimed at highlighting the household empowerment program as an important aspect of the group formation process, and at familiarizing them with the objective, content, process and skills of the program.

Purpose:

To familiarize the participants with the concept, objective, content, and process of the household empowerment program and equipping them with requisite skills.

Learning objectives:

At the end of this session, the participants will be able to:
1. Explain at least three objectives of the household empowerment program.
2. Explain points to be remembered in the process and implementation of the household empowerment program.
3. Express the commitment to the household empowerment program in view of its importance in the process.
4. Display fundamental skills required for facilitating the household empowerment program.

Teaching-learning activities:

1. Explain the background and objective of the session.
2. Introduction and meaning:
   (a) Let them memorize meaning of the empowerment-related words discussed.
   (b) Explain the word meanings through discussion.
3. Preparation, and things to be considered:
   (a) Enumerate the things to be prepared before conducting the household empowerment program.
   (b) Do we have to prepare communication and information dissemination materials before starting the household program?
   ? What type of materials should be taken with us? Where and when should we those materials use?
   ? What information should we have before initiating the household program? And how to obtain the information?
   ? What preparation should we do before carrying on the household program? And how?
   (b) Split the participants in different groups by their diverse socio-economic levels, desire, interests and capabilities. To go further, the following questions may be asked
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? Shall all the participants (users) be alike?
? On what different bases, and into how many classes may the participants be divided?
? What strategy should be used for disseminating the information on the household program to the users?
? What materials should we carry when going on the household visits to different classes of users? Why? (Different classes like the elites, general public, the CF-holding groups, poor groups, female folks, blacksmiths, and woodcutters)
? How will you locate the class of the person you are intending to visit? How will you prepare for it? Have you got to a blacksmith’s house? How will you open or start the conversation? What materials should you carry?
? What materials will you carry when going to an elite or local whip’s house? And which method will you do?
4. Methods and process:
Ask the participants the following questions:
(a) Which conversation method will you apply in the household empowerment program? & why?
(b) How will you talk to an entrepreneur at his/her house?
(c) How and what will you speak with the females?
(d) How and in what topics will you talk to an elite or local whip, who himself always makes the decision?
5. Commitment:
(a) The household empowerment facilitator shall play the role facilitator of the local whip and blacksmith separately. (It highlights a sense of power balance in the whip’s, and encourages the blacksmith)
(b) Collect the participants’ opinions on the positive aspects of the role-play and points to be improved, and note them on the board.
(c) How was your group formed? How is it doing now? In light of these questions, let them discuss the difference.
(d) Why was the group not formed in line with the spirit of community forest?
(e) If you have realized it, what will you do, and when?
6. Skill development:
(a) Divide the participants in 4 groups of elite, president, blacksmith and businessman. Then, give the two male and female the role-play of facilitators.
(b) Collect the feedback to the role-playing from each of the other groups. Repeat the same process for all the four groups.
7. Field works:
Ask the following questions before the winding the session:
(a) What should be done before going to the field?
(b) What points should be considered before launching the household program?
(c) Who is the helper in the fieldwork? Who the constitution and operational/action plan are for? Who is responsible for it?
(d) What should be done after the work is over every day?
Note: The theoretical classes should better precede the field works. If the field works were not possible immediately after the theoretical class, it would be better to follow from the activity no. 7 for the fieldwork.

Required materials:
? Posters (illustrating the CF as a vehicle, CF characteristics)
? Drawings (Ant, fish, boat, and motivation and equity related ones, )
Guidelines for the facilitator
Continue the role-playing until the participants learn clearly about the household program.
Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By WATCH

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Women Acting Together for Change (WATCH) PO Box: 11321, Kathmandu, Nepal

Community Forestry Process: Formation and Formulation of User Group Training Manual in English - By WATCH
Wow! There is no water in our side.
Participatory Resource Mapping

Session No. 6.2. (d)

Time: 3 hours

Background:
The participants may have general information of the participatory resource mapping. Now, they should have a good understanding of the meaning, objective, preparation method and process of the participatory resource mapping. Therefore, this session envisages the aim to acquaint the participants with the importance of the participatory resource mapping in group formation and action/operation plan formulation process.

Purpose:
To acquaint the participants with the importance of the participatory resource mapping in group formation and action/operation plan formulation process, and impart knowledge and skills required for the mapping.

Learning objectives:
At the end of this session, participants will be able to:
(a) Explain meaning, objective and method of preparing the resource map
(b) Demonstrate the method of participatory resource mapping.
(c) Explain the rationale of preparing the participatory resource mapping, and realize its importance.

Activities for learning
1. Explain the background and objective of the session.
2. Meaning and objective of preparing resource mapping:
   ? Ask the following questions and explain the meaning and objective of participatory resource mapping to the participants.
   o What does the participatory resource-mapping mean?
   o Why is this map prepared?
   o What is the benefit from this map? How?
3. Explain clearly the preparation method and process of participatory resource mapping:
   ? Take any one CF as an example and ask one of the participants to facilitate the preparation of participatory resource mapping.
   ? After the resource map preparation, fix transect plots for resource inventory.
   ? Give information of the resource survey after the transect walk according to the transect plot.
4. Importance of the participatory resource mapping:
   ? Following questions can be asked to highlight the importance of participatory resource mapping.
     o What benefits do the participatory resource mapping offer? To whom and how?
     o What are the points to be considered for preparing participatory resource mapping?
     o What should be the facilitator’s role in preparing participatory resource mapping?
Do you prepare participatory resource mapping in your working place?

5. Evaluation and Conclusion of the Session.
Deal with the participants’ queries and ask following questions to evaluate the session.

? What does participatory resource mapping mean?
? How should the participatory resource mapping be prepared?
? Explain any two objectives of participatory resource mapping?

Sum up the discussion and conclude the session.

Materials:
Local materials like: Flour, ashes, soil, leaves

Guidelines for the facilitator
While preparing the participatory resource mapping, be careful that the information must be correct.
Forest Resource Inventory and Transect Walk

Session No.: 6.2 (E)

Time: 1 hour

Background:
Training participants should have been familiarized with the need and importance of forest and with its invariably intermingled inter-relationship with human beings. By the end of previous session, they may also have realized the need of resource inventory for proper forest resource management. Now, they need to fill up their knowledge and skill gap existing in practically inventorying their community forests. This session aims at developing the participants’ knowledge and skills for applying a simple, useful and participatory method of forest resource inventory.

Purpose:
To develop participants’ skills to inventory forest resources.

Purposes:
At the end of this session, the participants will be able to:
1. Explain the importance of forest resource inventory.
2. Explain the process of transect walk.

Activities
1. Explain the background and objectives of the session.
2. Ask the participants what a forest resource is, and note down their answers.
3. Ask how forest resources are identified and inventoried. Collect the participants’ opinions.
4. Transpose and strew the participants’ papers and ball pens randomly (Put participants’ papers and ball pens here and there), and ask each of them to take their individual turn to walk around to demarcate a certain walking path following which the tell name and situation of seen objects.
5. Explain the process of transect walk.
6. Take the participants to a nearby forest and let them transect-walk around.
7. Ask the participants the following questions and conclude the session by thanking them for their active participation:
   ✍️ What is forest resource?
   ✍️ Why is the forest resource inventory essential?
   ✍️ What is the transect walk?
   ✍️ What is the importance of transect walk?

Required Study Material
Article titled ‘Transect Walk: A premise of the Participatory Forest Resource Inventory’
Transect Walk: A premise of the Participatory Forest Resource Inventory

Background

World wide, Nepal is well known as "the Country of Community Forestry" where about 6.5 million users (65 Lakh Users) from about 12000 Community Forests have organized themselves in the Community Forest Development Campaign after having handed over 245 potential community forest areas to users. Even though the community forest concept was initiated a long ago from 1978 AD, it accelerated only since the one decade ago. Within this period, community forest development has gained gradual momentum at both technical and social levels. Not only a plan to spend 46.55% of the total forest development area in community forest and private forests has not been developed, but instead, far more NGO/INGO/Projects including user groups themselves are involved in forest development activities.

In the Community Forest Program that has the goal of reducing poverty through sustainable management, inventorying and analyzing the forest resources— as to how much resource is available and in what condition, would be indispensable— if we were to make the community forest program successful. It is difficult to estimate how much resource to use if we do not know how much of it is actually available and in what condition. Keeping in view, the Forest Department has not only issued a circular to all the user groups instructing them to inventory the forest resources compulsorily, and but also devised the Resource Inventory Directives in 2057 BS. But, any decision or plan must be translated into good implementation, which, in turn, needs capability and well functioning mechanism: it is very important. Likewise, output must be greater than input and investment employed in any endeavor, and everything should be viewed from a practical standpoint.

Because of the practical problems that have cropped up despite its (Directives') theoretical strength, a new task force has been formed to amend the Directives and has been looking for the alternatives to it. It is amid this reality that the Federation of Community Forest User, Nepal (FECOFUN) has made use of the “transect map/walk," an effective instrument/tool of the Participatory Rural Appraisal (PRA), and organized three training programs on Operational Plan formulation and revision with the users’ direct participation. The procedure of the instrument (transect walk) will be briefly discussed below to impart its theoretical and practical aspects.

What is a transect walk?

It is an effective one among the various PRA tools, which play a contributory role in studying and managing the community/community managed natural resources, geographical structure, and problems and opportunities as well as devising a resource management plan. This method helps identify and inventory available species of flora, their location, soil condition, and possible natural calamities. It also helps gather— in a sustainable and easy
How to apply it to forest resource inventorying?
This method begins with the mapping of the structure or shape of the forest by visiting and observing every nook and corner of the forest. This activity directly involves the users. Sooner, the users from each hamlet gather and prepare a forest map. Thereafter, they divide the forest into blocks on the basis of what they had observed and experience during the previous visit.
The participatory method of block division is based on the resource condition, its management objectives, soil type, bio-diversity (heterogeneity/homogeneity), directions, and natural boundaries (e.g., river, watershed, terraces, landslide, etc). Similarly, approximate altitude, religious and cultural values and norms are also taken into due consideration while dividing the forest into blocks. Yet, the block division is not final and ultimate, users may change it after trying different sets of triangulation.

The maps with forest block and compartment division may be produced in a required number. Practically, a set of map is produced for each block compartment. For example, three sets of maps have been produced for the Shree Shiva Parvati Community Forest, Saptari that has its forest area divided into 3 blocks. Another set of maps in a number corresponding to assortments like species, landslide, trails, and streams, may be prepared. The both types of maps are used during the transect walk that is explained in the following paragraphs.

The transect walk preparatory works must include the two types of above mentioned participatory maps, resource inventory accessories like. Nepali rope, simple measuring tape, sticks, etc., identification of female users, DAGS and other users who frequently visit the forest. Similarly, they must include identification of carpenters, local medicinal plant experts as well as the venue and time of meeting.

After having reached the beginning point of the transect walk, any natural object is taken as the reference point according to the condition of the forest, then observation is made by walking from one corner to another corner of the block. An “S” shape walk is recommended as this type of transect walk help view all things more clearly.

The condition of the available resource at the starting place of the transect walk is observed, and specific objective of the management is identified on the basis of the management need through a situation analysis. In reference to the objectives, a proposal of management programs is prepared. Discussion is held at a point of forest where a new variety of species or different resource situation is spotted during the pre-determined course of walk. And the discussion set the objectives too. Sometimes, for the observation analysis purpose, the walk may digress to the extent of 10-15 meters from the main transect walk route if the situation demands to do so. Although the general objective of the forest management is pre-set, the specific objectives for managing resources, and forest products of each block are formulated at this phase.

After having listed names of all available resources, an attempt to estimate resource quantity is also made as far as possible. Since it may be difficult to manage all the resources at the same time and with an equal emphasis, an action plan needs to be prepared by prioritizing
the things on the basis of resource availability, produce of daily consumption, current market (for NTFP), value of bio-diversity, sustainable management, and resource promotion and development. Besides this, a plan is prepared to manage the areas prone to natural calamities, encroached areas, and landslide and barren land, and to have their impact analysis as well. A coordinated effort is essential, as it is generally expected that collaboration with donor agencies and stakeholders will make up the areas in which the user group alone cannot fulfill the job.

Although only the forest products (meant for daily use) are usually covered in the plan and the same is managed, this method also encompasses the considerations of managing not only the bird and animal habitat, but also soil, environment, and water which help the resource growth and development. Likewise, it helps in planning and program setting to manage the felling of trees and its subsequent impact. For example, before felling the dead, old trees around a pond, it needs to forecast the impact on the water sources of the pond, and the flora and fauna dependent on those woods as well as the their eventual impact on human beings. In this case, this method helps forecast all the impact and formulate a plan of integrated management of all the resources. A draft of all such management plans is prepared on the spot that the users’ general assembly can change or modify if needed.

A blank map may be filled up afresh from such observations and filled-in maps of the resources.. In this way, the resources of all the blocks /compartments are observed.

Benefits of the method

1. Direct identification of the resources through the transect walk helps prepare a practical management plan from.
2. It assists in instantly devising a proposed plan through a participatory process.
3. It contributes to the planning that accommodates local skills, knowledge and impact thereof. Then will the plan be applicable rather than ideal.
4. It requires direct participation of a large number of people that instills a sense of belongingness and love towards the forest
5. It promotes the self confidence of people in their capability of forest resource inventorying so the entire process can be implemented from the user level.
6. Since it acquaints them with the real condition of forest, the users are enabled to prepare an integrated management plan by themselves geared towards the forest protection, management and development.
8. It is less costly and needs no sophisticated skills.
9. It enables the users themselves to implement the analyzed plans.
10. In this method, it is easy to set the forest management objective.
11. As the plan under this method is formulated on the spot, threats and uncertainties likely in each step can be managed instantly.
12. It helps analyze regular implementation of the management plans.

Possible drawbacks of the method

1. It may take long time to identify the resources in plain forests.
2. It could be fairly difficult to generate the near-to-accurate data on the condition and objective of the forest.
3. It will not lead to reality if there is absence of people involved in the NTFP, wood, timber during the transect walk.

Conclusion

The forest resource inventorying primarily aims at is identifying what type of management is desirable in the forest, and how much forest resource extraction will not destruct the status and integrity of the forest. It is comparable with your spending capacity vis-à-vis the money in your wallet. Nevertheless, methods of inspecting how much money is there in your wallet may vary: the same holds true with the forest products. Inventorying means identifying condition of the resources. How accurate data are generated depends upon the user of the method. Its effectiveness lies in its use. Until one uses this method, inventorying will continue to be complex. Therefore, it is logical to take up the transect walk as one of the alternative methods or tools of inventorying, keeping in view the CF condition, manpower and technical resources of the supporting organizations, and need for protecting of the forest resources. This method also helps make estimates of the reserves of forest products, as it does not need sophisticated technologies and experts. Even those having basic knowledge of the method can use it. But it requires the Community Forests to be those having no economical and technical problems and in which each resource is easily available and the manpower is capable to manage forest according to the data of inventory. Under these circumstances can they use the method to inventory forest in accordance with the current directives.
Identification of Common Interest Group

Session no: 6.2.F

Time: 2 hours

Background:
With the basic knowledge of the constitution, OP related data, and other subject matters like dalits, community-leader (Aguwa), and community households, the participants have become familiar with the real situation of community. Now they need to know how to identify common interest groups through the data analysis. Therefore, this session has been designed to develop the participants' knowledge and skills required for identifying common interest groups, and highlight the need for separate group discussions.

Purpose:
To convince the participants about the importance of forming common interest groups, and acquaint them with its process.

Learning objectives:
At the end of this session, the participants will be able to:
(a) Explain meaning and concept of the common interest group.
(b) Prepare a basis for identifying the common interest group.
(c) Explain the analysis method of the data collected from household visits.
(d) Express the commitment to follow the process of identification of common interest group and explain its importance.

Activities for learning
(a) Explain the background and objective of the session.
(b) Meaning and identification of common interest group:
   ? Ask what common interest means, and let them brainstorm.
   ? Let them discuss what is called a common interest group, and why.
   ? Let the participants exercise in the following way:
      o Ask them: “What would you like to have in your tiffin tomorrow? Why?”
      o Form groups of participants who have preferred the same food. (4-5 groups are likely)
      o Select any 2 groups of them, and exchange a member of one group with another group’s member.
      o Let each group discuss how to prepare the dish they have preferred for the tiffin. (One of the group members exchanged with the other group is likely to feel uneasy while the rest of the members in the group keep discussing the dish).
      o After this discussion, ask the following questions:
         ✭ What have you just done?
         ✭ Are all the group members equally participative in this discussion?
(c) Feeling and analysis of common interest group:

? Ask the following questions to discuss the CFUG general assembly and committee meeting participation:

- Do all of your group members equally participate in the group meeting?
- Are all of them equally active in the participation in the discussion and decision making process?

? Ascertain the bases of the interests of community forest user groups, for which the following questions will help:

- What will be the interests of what type of users? Why?
- If they are vastly different, isn’t it necessary that user groups having different interests discuss separately?
- For this what should be done?

2. Evaluation and Conclusion of the Session:

Ask the following questions to evaluate the session:

1. What is common interest group discussion?
2. What types of people have a common interest?
3. Is it possible to identify common interest groups through data analysis? What will you do for it?

Sum up the discussion on the importance of forming different interest groups according to their common status and common interest, and conclude the session.

Material:
Formats used during the household meeting.

Guidelines for the facilitator
It will be better to follow the fieldwork data for forming the common interest group.
Session no: 6.2 (G)

Time: 5 hours

Background:
It is likely that the participants are aware of the common interest discussion as an important step of the community forest user group formation process. It is very important that they know what common interest discussion is, what its objectives are, and what its contents are. They should also be familiar with the facilitation method or process. This session is aimed at equipping the participants with the knowledge and skill of the common interest discussion.

Purpose:
To acquaint the participants with meaning, objective, method/process and importance of common interest discussion, and to equip them with the facilitating skill for the discussion.

Learning objectives:
At the end of this session, the participants will be able to:

(e) Explain meaning, objective, contents method/process of the common interest discussion.
(f) Express commitment to follow the common interest discussion process systematically in the group formation process.
(g) Facilitate the common interest group discussion.

Activities for learning
1. Explain the background and objective of the session.
2. Meaning and objective of common interest discussion,
   ? Explain the meaning and objective to the participants asking them the following questions:
   o What do you understand from the common interest discussion?
   o Why is it necessary that the participants having different interest discuss in the different groups? What if it is not done so?
3. Common interest discussion method/process:
The following questions may be asked to illustrate the discussion method/process:
   ? How many participants should be there in the common interest discussion? Why?
   ? What types of method can be used for the common interest group discussion?
   ? What types of materials can be used during the discussion?
   ? When and what type of materials will be appropriate? How?
4. Importance of common interest discussion?
   ? The following questions may be asked for discussion to clarify common interest discussion;
   ? How much is it important to conduct the common interest discussion? Why?
   ? Won’t it be more desirable to assemble every type of participants together in the discussion? Why?
   ? If so, what will you do?
5. Common interest discussion exercise:
? Form the facilitator group and common interest groups and let them exercise the common interest discussion.
? Let them discuss the positive aspects, as well the aspects to be improved on the basis of the above exercise.

6. Evaluation and Conclusion of the Session:
? Answer the participants’ queries if any, and evaluate the session asking the following questions:
? What is common interest discussion?
? How many participants should be there in the common interest group discussion?
? What are the important objectives of common interest discussion?

Materials:

Guidelines for the facilitator
? Apprise the participants of the subject matter or contents of the common interest discussion, and explain the points that the constitution and forest OP should contain.
? Exercise the cases of both the constitution and OP.
? Concentrate specially on facilitator’s facilitating skill during the exercise.
Basic Contents of the Constitution (of the User Group)

Part 1
Background/Incorporation

1.1 Name, address, objectives, organization seal/stamp, office location and definition of the user group.
1.1.1 Name
1.1.2 Address
1.1.3 (Date of) Establishment/constituting
1.1.4 Objective of the user group
1.1.5 Seal/Stamp of the user group
1.1.6 Office location of the user group
1.2 Definition

Part 2
Provisions on the Community Forest User Group
2.1 Brief introduction to the user group.
2.1.1 Introduction to the user group.
2.2 Criteria for obtaining the user group membership
2.2.1 Eligibility Criteria for membership
2.2.2 Criteria for membership termination
2.3 Working procedures for providing membership and terminating membership
2.3.1 Working procedures for providing membership
2.3.2 Working procedures for terminating membership
2.4 User group formation procedure
2.5 Responsibilities, duties and authorities of the user group members
2.6 General assembly of the user group
2.6.1 General assembly
2.6.2 Important/major works/proceedings of the general assembly.
2.6.3 Working procedures of the general assembly

Part 3
Provisions on the Community Forest User Committee
3.1 Formation of the user committee
3.2 Name list of committee members
3.3 Responsibilities, duties and authorities of the user committee
3.4 Term/tenure of the user committee
3.5 Responsibilities, duties and authorities of the user committee members.
3.6 Working procedures of community forest user committee.
3.6.1 Daily activities
3.6.2 Meeting of the committee
3.7 Provisions for terminating the user committee.
3.8 Approval of resignation and replacement of the committee member
3.9 Provisions on other committees
3.9.1 Provisions on advisor committee, credit/loan committee, account committee, youth mobilization committee, and women committee.
3.9.2 Provisions on sub-committees.

Part 4

4.1 Provisions on the operational plan.

Part 5
Provisions for controlling misdemeanor (crime)
5.1 Misdemeanor (crime)
5.2 Methods for controlling misdemeanor (crime)
5.3 Fine/punishment
5.4 Procedures for probing and punishing the accused person/perpetrator.

Part 6
Provisions for mobilizing fund

6.1 Sources of fund
6.2 Mobilization of fund
6.3 Provisions for using fund
6.4 Provisions for auditing

Part 7

7.1 Provisions on handing over the physical properties/Delegation
7.2 Provisions on stamp/seal
7.3 Provisions for amending the constitution
7.4 Fund management provisions in case the community forest is withdrawn
7.5 Facilities to the user committee members
7.6 Facilities for general assembly
7.7 Provisions on lawsuits and litigation
7.8 Provisions for conducting and managing programs.
7.9 Role and responsibilities of the district forest office
7.10 Provisions on monitoring and evaluation
7.11 Provisions on identity cards
7.12 Provisions for encouraging the women and poor, ethnic marginalized groups
7.13 Provisions on women’s participation
7.14 Provisions for rewarding
7.15 Provisions for selling and distributing forest products
7.16 Provisions for taking oath of office and secrecy.

Appendix

1. Stamp of the user group
2. Seal (Hammer) of the forest user group
3. Social and resource map
4. Report including name of the forest user group.
5. Name and profile of the forest user group executive committee.
6. Report of income and expenditure (Income & Expenditure Account)
7. Users’ Identity cards
Basic Contents of the Operational Plan

Part 1
Introduction to the community forest and group
1.1 Introduction and address of the community forest user group
1.2 Name and address of the forest
1.3 Historical background of the forest
1.4 Process of formulating the forest operational plan
1.5 Provisions for reviewing and revising the forest operational plan
1.6 Demand and supply situation of forest products

Part 2
Description of Community Forest
2.1 Introduction to the forest
2.2 Objectives of forest management
2.3 Forest map

Part 3
Blocks and sub-blocks (division) of the forest and their description
3.1 Block division
3.2 Table of forest blocks and sub-blocks
3.3 Description of the forest blocks and sub-blocks

Part 4
Forest resource inventory and analysis
4.1 Forest resource inventory and analysis method
4.2 Conclusion of data analysis

Part 5
Forest management
5.1 Provisions on forest conservation
5.2 Forest promotion and development works
5.2.1 Forest promotion works
5.2.2 Forest and community development works
5.3 Provisions for using forest resources
5.3.1 Provisions on supply of forest products
5.3.2 Provisions for selling and distributing forest products
5.3.3 Planning for utilizing Non Timber Forest Products (NTFPs)

Part 6
Fund Management
6.1 Fund mobilization (Provisions for utilizing funds generated from sales, distribution of forest products and others)
Part 7
Provisions on fine/punishment

7.1 Provisions on fine/punishment- Provisions for punishing the users violating their operation plan (according to the section 29 of Forest Act)

Part 8

Forest Department’s Policy Directives
8.1 Additional issues mentioned by Forest Department

Part 9

Monitoring and evaluation
9.1 Monitoring
9.2 Evaluation

Part 11

Indexes

The indexes of the Forest Operational Plan should clearly contain the following information:

1. Availability of forest products other than wood
2. Graph of the survey indicating block division, and inventory plots in it. (To be attached with the copy meant for submission at the district forest office)
3. Field-book with reference (one copy each should be kept with the forest user group and the district forest office)
4. Trace copy of the survey map showing block division (with area)
5. Photocopy of the trace map should be of suitable size (A3 or A4) and include the following information:
   a. Density, concentration and reserve of the species of the forest products,
   b. Plan for utilizing the forest products
   c. Description of non-timber forest products.
6. Sample of the forest product sales receipt (to be issued by the community forest).
7. Sample of the community forest’s approval letter for distributing forest products.
8. Sample of the annual report form to be prepared by the forest user group.
9. Sample of the information of each plot (To be kept at the district forest office only).
10. Information form on sub-blocks.
Data Analysis

Session no: 6.2.H

Time: 3 hours

Background:
Equipped with knowledge and skill to conduct common interest group discussions, the participants have also learnt to analyze constitution and OP draft. Now they need to have the knowledge and skill to practice analysis the data and provisions of the common interest group discussion. Therefore, this session is aimed at imparting the concept of importance of data analysis, and equipping the participants with the skill required for it.

Purpose:
To acquaint the participants with the process to analyze the data/provisions of the common interest group discussion, and to identify conflicting issues of the discussion by highlighting the importance of data analysis.

Learning objectives:
At the end of this session, the participants will be able to:
(a) Enumerate the process of data/provision analysis.
(b) Analyze data/provisions collected from common interest group discussion.
(c) Identify important conflicting issues of the common interest group discussion.
(d) Realize the importance of data analysis of common interest group discussion.

Activities for learning;
1. Explain the background and objective of the session clearly.
2. Data analysis of common interest group discussion.
    ? Ask every participant to put forth the written matters (Constitution and OP draft) of the common interest discussion.
    ? Ask the participants to make the group presentation of the provisions mentioned in the chapter 6 of the constitution, and in the OP (on the utilization of forest products)
    ? Note down on the board the important matters collected from the presentation.
    ? Let the participants identify the differences or conflicting issues/opinions on the board. Let them brainstorm for 10 minutes to describe the important differences.
    ? Explain the reasons of difference or conflicting opinions discovered from the group discussion. Asking them the following questions may help:
        - Are the opinions of all groups (interest groups) the same? In what matters are they different?
        - What are the reasons for difference?
        - What do you conclude from the case of differing interests of different groups? What have you learnt?
3. Importance of consensus on conflicting matters/differences:
    ? Make them realize the need for forging consensus on conflicting matters/differences. For this, the following questions may be asked:
        - May the assembly come to a point of consensus on all these differences? Why?
        - If so, what is important to do? How?
Note: Make them feel that conflicting issues need to be first discussed in small common interest groups, as they may not easily get consent of all participants having different interest if tabled in an assembly.

4. Make the participants realize the importance of data analysis. For this, the following questions may be asked:
   - Why analysis should be done of the data collected from the common interest group discussion?
   - What if no analysis is done?
   - What will you do, then?

5. Evaluation and Conclusion of the Session:
   - Discuss the participants’ queries if any, and draw a conclusion from the discussion.
   - Evaluate the session asking the following questions:
     ✶ What is the meaning of data analysis?
     ✶ Why should data analysis be done?
     ✶ Why have the differences or conflicting points been selected as issues?
     ✶ What is the lesson from this session?

Material:
Written full reports copy of common interest group discussion.

Guidelines for the facilitator
State that the limited time available permits us to discuss only one chapter. Let them analyze the major conflicting points in the previous chapters and let them practice it as their homework. Extend support to them if needed. Explain to them how a few things of common consensus are selected out of so many conflicting things.
Conflict Management (Developing Consensus)

Session No. 6.2

Time: 3.15 hours

Background:
The participants have learnt from the previous session that conflicts should be managed through the discussion with the concerned person or group. They also should have the skill to facilitate this process. Therefore, this session is aimed at making participants aware of the need for managing the conflict, and imparting the knowledge and skills to facilitate conflict management.

Purpose:
To make the participants aware of the need for managing the conflicts stemming from common interest group discussion, and equip them with the skills to facilitate conflict management.

Learning objectives:
At the end of this session, the participants will be able to:
(a) List the conflicting issues to be discussed among the concerned parties.
(b) Explain the reason of conflicts and need for developing consensus from the discussion of the concerned parties.
(c) Enumerate the management methods and select the most suitable one.
(d) Realize the significance of using the selected conflict-management methods.

Activities for learning:
1. Explain the background and objective of the session.
2. Setting the conflicting issues and the aspects related to them:
   - What are the conflicting matters in the common interest group discussion?
   - What conflicting matters are sensitive?
   - Which aspects/who are those conflicting matters related to?
   - Draw a conclusion from the plenary discussion.
3. Perform the following activities to determine the reasons of conflicting matters:
   - Ask why these conflicting matters arise, and let them note on the paper/copy any five reasons through brainstorming.
   - Note on the board the participants' views and put it up at the plenary discussion.
   - Focus the discussion on such reasons of conflict as personal vested interests, necessity, constraints, and social norms and personal envy and group resentment.
   - Tell the participants that the actual reason of conflict may be different from what it appears to be. Demonstrating a pot with ice, explain that the ice is too more condense than what it appears on the upper surface, and this is exactly what holds true with the reason of conflict. For this, the following questions may be asked:
     - What do you see in this picture?
     - How much part of the ice is there inside and on the surface?
     - Will it be right to assume quantity of ice just by its surface appearance?
     - What can be learnt from this picture?
4. Method of managing conflicts matters:
For this, play following role

**Role-playing 1**

1. Send a participant outside, and keep an orange in between two other participants.
2. Ask both of them to play role of grabbing that orange.
3. Let them continue their attempt to secure the orange for sometime after which they will play the following role:
4. Call in the participant staying outside, and let him/her play the role of mediator between the two belligerent parties.
5. Let the subsequent discussions highlight the weaknesses of both of the parties/persons.
6. After a long discussion, let the mediator probe into their conflict and ask both of them what they want.
7. After knowing what they want, give peel of the orange to one of them and juice to the other as per their desire. This ends the role-playing.

**Role-playing 2**
Ask both of them to discuss themselves to resolve the conflict.

5. Reflection on role-playing:
1. What was done in the former role-playing? What did you see?
2. How did you feel?
3. Why so happened?
4. What could they have done not to let any outsider know their conflict?
5. What did you see in latter role-playing?
6. How did you like that one?
7. Why so happened?
8. What is the difference between the roles? Why?
9. Which role-playing is more effective? Why?
10. What needs to be done to make second role-playing as effective as the former one?

Relating the exercise with community forest:
1. Why is the role-playing with the two resolving the conflict through mutual discussions effective? Let the participants brainstorm and note their answers on the board and discuss.

Ask the participants how they have resolved their conflicts comparing the role-playing with the real life situation.

6. Comparing the exercise with the community forest:
Let the participants compare this event with their own community forest for which the following questions may be asked:
1. How is your community forest?
2. Is there any conflict or not?
3. If there is, then specify the reason why the conflict has existed?
4. Is there any conflict in your own group?
5. If yes, then how do you help resolve it?
If there is no conflict, then why?
How have you usually resolved the conflict in the community forest so far?

Explain the process of legal remedies and let the participants discuss on the following points:
- How would the legal remedy affect it in the future?
- How can we achieve the win-win type of conflict resolution?
- Why should we do so? How? By whom? What’s your role in it?

7. Evaluation and Conclusion of the Session
Ask the following questions to evaluate the session.
- What have been done in this session?
- What were the conflicting matters?
- How conflict should be resolved?
- What will you do now?

Reiterate that the facilitator could play a mediator’s role in helping resolve the conflict through mutual discussion between the concerned parties, and conclude the session.

Material:
Picture of a pot with ice, conflicting matters identified in the previous session and related statements.

Guidelines for the facilitator
Discussion should be made on other root causes of conflict in the CF. Discuss that in CF conflicts are likely to arise from an elite person’s domination, and depriving the poor of benefits, and political and legal differences.. It will be effective to explain with appropriate examples that there can be hidden or latent reasons of conflict besides what appears apparent.
What is under the Surface?
General Assembly Operation

Session no: 6.2 J

Time: 3 hours

Background:
Apart from knowing a little bit of what a general assembly is, the participants also need to know its objective, subject matter, assembly holding process and skills to operate the assembly effectively. Therefore, this session is aimed at equipping the participants with the skills to hold/conduct a general assembly effectively and informing them of the important aspects to be considered to conduct the general assembly.

Purpose:
To acquaint the participants with general assembly, and the subject matters to be included in it, and inform them of the important aspects to be considered to conduct the assembly more effectively.

Learning objectives:
At the end of this session, the participants will be able to:
(a) Explain meaning, objective, and subject matters to be included in general assembly, and the assembly proceeding.
(b) Conduct the general assembly.
(c) Realize the importance of certain major aspects considerable for conducting the general assembly effectively.

Activities for learning:
1. Explain the background and objective of the session.
2. Meaning and objective of general assembly:
   ? Discuss the following questions to explain the meaning and objective of general assembly:
   o What does general assembly mean?
   o Who are participating in this general assembly?
   o What is the role of the assembly participants?
   o Why should general assembly be conducted?
3. Subject matters to be included in general assembly:
   ? What subject matters should be discussed in general assembly? Why?
4. General assembly operation process:
   ? What matters should be prepared before conducting the general assembly?
Sitting arrangement and management:
   o How should be the pre-general assembly sitting arrangement of the participants? Why?
   o Is it necessary to depute any body as a helper to understand participants’ views in the general assembly? Why?
   o What should their role?
   o What else need to be managed? Why?
   ? Conducting and concluding the General assembly:
   o What should be done first while conducting the general assembly? Why?
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- What should be done to make the general assembly participatory and disciplined?
- How discussion should be done to explain things to participants?
- What should be done to accommodate the voice of weaker, unprivileged participants?

? What should be done to devolve the assembly holding power to multiple persons, instead of the single one?
- What should be done to forge consensus over a conflict issue?
- How to wind up the general assembly?
- How to encourage users to put up their views in general assembly?
- What should be done in the general assembly to increase participants’ ‘fellow feeling’? How?

5. Exercise on conducting General assembly:

? Ask 2/3 participants to act as facilitators and others as users and let them exercise conducting the general assembly. For this, provide 10-15 minutes for preparation to the participants who act as facilitators.
? After the exercise, let them discuss and give feedback to the facilitators regarding the pros and cons of their role.
? The facilitator should explain to the participants how to resolve whenever new conflicting issues arise.

6. Discuss the following issues to apprise the participants of the important aspects that help make the general assembly effective.

? What are the important aspects to be considered for conducting the general assembly? Why are these aspects important?
? Are all participants equally active?
? Decision-making through consensus.
? Creating a win-win situation in the conflicting issue, and establishing good relations between all the concerned parties.

7. Evaluation and Conclusion of the Session:

? Ask the following questions to evaluate the session:
  - Explain any three objectives of the general assembly.
  - What points should be considered before conducting the general assembly?
  - What are the important points to be considered while conducting the general assembly? Why are they important?

? Sum up the important points to be considered before and during the general assembly and wind up the session.

Materials:

? Draft of constitution and OP.

Guidelines for the facilitator

It is recommended to conduct the exercise the general assembly separately for constitution and OP.
Write Up of the Constitution and OP

Session no: 6.2. K

Time: 3 days

Background:

The participants have not only acquired information on concept, theory, legal process the community forest and its group formation process but have also developed skills of handling these processes to some extent. Probably, they have also prepared a draft of constitution. Now they need to develop the skills required for writing the constitution. Therefore, this session envisages its aim to develop the participants’ skill to write up constitution systematically.

Purpose:

To develop the participants’ skill to write up constitution.

Learning objectives:

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

(a) List the major components of the constitution.
(b) Write up a constitution of the group.
(c)

Activities for learning:

1. Explain the background and objective of the session.
2. Determining the contents to be incorporated in the constitution:
   ? Divide the participants into two groups and let them sequentially note down the points collected from the common interest group discussion and consensus decisions of the general assembly.
   ? Ask the participants to present points prepared by the groups and finalize the points through discussion.
   ? Decide the chapters in which the points identified or developed so far are to be included.
3. Exercise on writing up the Constitution:
   ? Divide the participants into four groups for writing up a constitution.
   ? Assign the four groups to write the constitution in simple and clear language by including the points from the common interest group and consensus decisions of the general assembly.
   ? The group should prepare the write-up as assigned.
   ? Ask each group to present their write-up of the constitution.
   ? Explain the each group presentation through plenary discussion.
4. Evaluation and Conclusion of the Session:
   Evaluate the session asking the following questions:
   ? What points should be duly considered while writing the constitution?
   ? What are the important points of your constitution?
   ? Who is responsible for writing the constitution of the group and why?
   ? What is the spirit of the constitution?
Sum up the important points to be duly considered while writing the constitution, responsibilities of the facilitator and committee people and the spirit of the constitution. Then, conclude the session.

Reading materials:

Guidelines for the facilitator
- Let the participant's exercise writing the OP, just as the exercise of the constitution.
- Adequate studies of the materials relating to constitution writing should help the facilitator make effective preparations.
Session No. 6.2.L

Time 4.30 hours

Background:
The participants of this training either the CF users or the ones working in the units of FECOFUN organizations, yet most of them are not familiar with the FECOFUN group service program, its system and the role the volunteers should play. Therefore, this session is aimed at acquainting the FECOFUN’s group service program, its directives and the role that the group service program volunteers play.

Purpose:
To acquaint the participants with the group service program, system determined by its directives and role of its volunteers.

Learning objectives:
At the end of this session, the participants will be able to:
(a) Explain the need and rationale of group service program.
(b) Describe the system determined by the program directives.
(c) Express the commitment to the role of volunteers.
(d) Identify the stakeholders and explain the suitable method to co-ordinate the process with the stakeholders.

Activities for learning:
1. Explain the background and objective of the session.
2. Introduction to the group service program and its rationale:
   - What is the group service program?
   - Why do the FECOFUN conduct this program?
   - Whom has this program been conducted for?
3. Information on directives for the group service program.
   Discuss the following questions, and enumerate the services being provided by this program.
   ✤ What are the provisions that the group program directives have made for this program?
   ✤ Why should the works be done in accordance with the directives? If not done so, what will happen?
   ✤ What are the agencies and areas that the directives require us to co-ordinate?
   ✤ Who bears the role of coordinating?
4. Evaluation and Conclusion of the Session
   Ask the following questions and evaluate the session:
   - What is the rationale of group service program?
   - Which are the areas to be co-coordinated to follow the directives? Is it important to co-ordinate with those areas? Why?
   - Who bears the role of coordinating? What is that role?
   Sum up the discussions on the rationale of group service program, program co-ordination areas and role of stakeholders, and wrap up the session.
Guidelines for the facilitator

- Make good preparation before the session.
- Note on the meta card the agencies’ name to be coordinated.
  (a) District forest office
  (b) District development committee (DDC), village development committee (VDC).
  (c) District administration.
  (d) Soil conservation office.
  (e) Women development office.
  (f) Gharelu (Cottage Industry) office
  (g) FECOFUN district, center, etc., as required.

- Let the participants play the role of coordinating with stakeholders, and other concerned agencies as the need be. Tell them the stories in which an insect is fired with a gun, but a tiger with a tiny catapult.

Material
Directives of the group service program
Group Formation Process of FECOFUN

FECOFUN, National Secretariate

Money collection, Training, implementation, monitoring

DAB suggestion & counseling

Call for Application, Program Preparation, Implementation, Evaluation, Economical Human Resource

Community Forest User Group

Federation District Chapter

Planning Formulation Implementation, Co-ordination, Monitoring, Reporting, Facilitation, TOR (Facilitator)

Co-ordination, Conflict Management, Financial Support, & Simplifying Implementation

Village Development Committee

District Forest Office

Plan Formulation, Technical Service Permission
Evaluation of Training

Session: 7

Time: 2 hours

Background:
This training has two major stages: theoretical and practical exercises. The participants have also learnt formatting and revising the constitution, and OP. With 40 days already spent in the training, the participants could have found it their first one in such a long training. The participants may have formed their own opinions about the training organizers on the basis of their learning level and perception. The participants’ opinions will be an important guideline to the organizers that helps them make their future training programs more effective. Therefore, this session is prepared to collect the participants’ opinions and feedback and evaluate the program.

Purpose:
To evaluate the training program.

Learning objective:
At the end of this session, the participants shall submit a report with their views and experiences regarding the training.

Activities for learning:
1. Explain the background and objective of the session.
2. Need and evaluation of the training.
   ? Discuss why evaluation is necessary. Then, distribute copies of questionnaire taken from the reading material. And let the participants write down their answers. (See Study Material)
   ? The participants need not write their names, so the participants can write their real feelings and comments without any hesitation.
   ? Let a participant collect the others’ answer sheets.
3. Ending of session
Close the session with a vote of thanks to the participants for their active participation in the training.
4. With a vote of thanks to the participants declare the end of the session on behalf of the trainer and request the organizer to carry over the program.

Material:
Questionnaires for evaluation.

Guidelines for the facilitator
? Collect the facilitators’ and participants’ personal feedback by letting them write their opinions on the meta card pasted on the back of each of them. This practice is likely to take an hour’s time.
? If there is any need for preparing a specific OP, preparing it well ahead of the session will be better.
Training Evaluation

1. How were the subject matters included in the training?

<table>
<thead>
<tr>
<th>Very useful</th>
<th>Useful</th>
<th>Useless</th>
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</tbody>
</table>

2. What change did you find in yourself after this training?
   1.
   2.
   3.

3. How was the training period/time?

4. How were the materials used in training? Why?

5. How was the training conduction Method?

6. What is your suggestion for the facilitator?

7. What improvements in the training management aspects should be made?

8. Please add more if you wish: