Final Report

2015 Mesoamerican Reef Leadership Program
Training in Facilitation, Stakeholder Engagement and Economic Valuation

Submitted by:

SEATONE CONSULTING
COLLABORATIVE SOLUTIONS FOR A SUSTAINABLE FUTURE

WORLD RESOURCES INSTITUTE

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Executive Summary

In September 2015, a diverse group of conservation professionals (Fellows) from the four countries that form the Mesoamerican Reef System (MAR)—Mexico, Belize, Guatemala and Honduras—gathered to begin the latest training series of the Mesoamerican Reef Leadership Program (MAR-L). The theme of the series was valuation and conservation of mangroves. Program staff, with guidance from an Executive Committee, contracted the services of Seatone Consulting (Seatone) and the World Resources Institute (WRI) to help lead the series and provide professional development training to participating Fellows.

Working closely with program staff, Seatone and WRI prepared a comprehensive situational analysis of mangroves along the MAR and subsequently designed informative and highly interactive trainings on a range of topics—including but not limited to facilitation, stakeholder engagement and economic valuation—that support the program theme. Building on the evaluations of each of the first three trainings, program staff is now well positioned to track the progress of Fellow-led studies and conservation initiatives and thereby measure the efficacy, effectiveness and long-term conservation impact of the training series.

Background

The MAR-L Program has achieved notable success in recruiting, training and catalyzing talented young leaders to become conservation change agents along the MAR. Since 2010, the program's annual training series has provided robust professional skills development on a wide range of conservation oriented topics to 60 conservation professionals who hail from different communities across the MAR. Numerous graduates of the training series have successfully mobilized financial resources to implement self-designed conservation initiatives throughout the region, many of which continue to expand in scope and conservation impact.

Situational Analysis

To build foundational knowledge for the 2015 MAR-L Program Fellows, the Seatone/WRI team conducted a literature review of mangrove ecosystems, with a particular focus on the MAR, and subsequently prepared a comprehensive situational analysis report.

Seatone conducted research on the status and condition of mangroves in the region, including review of an array of scientific publications and communication with local and international mangrove experts. WRI conducted a wide-ranging review of literature on economic valuation and valuation of mangrove ecosystem services in the MAR. All compiled materials were closely analyzed, with a critical subset of papers provided to Fellows. This rich set of literature provided an important compliment to Seatone and WRI presentations shared during the training series.

The situational analysis report—written in English and translated into Spanish—described the status and trends of mangroves in the region, identified current and emerging conservation challenges and opportunities, and included key considerations to guide the MAR-L trainings and Fellow efforts to develop and later implement local conservation projects. The report helped create a common framework of understanding of mangroves along the MAR for all Fellows as the program got underway.

Originally distributed at the first training, Seatone updated the situational analysis report following the third training to include a consensus vision statement forged by all Fellows over the course of the training series. A lengthy power point presentation, based on the report, was also shared at the first training.

Training Series by Seatone Consulting and the World Resources Institute

Building off the situational analysis report, Rich Wilson of Seatone and Lauretta Burke of WRI worked in close coordination with MAR-L Program staff to design and facilitate several training modules on a range of topics linked to the 2015 program theme.

Goal and Objectives

The central goal of the 2015 MAR-L Program training series is to build Fellow capacity to conserve 20% of the existing mangrove cover in the MAR over the next five years by reducing deforestation and degradation of mangrove ecosystem services and addressing threats to mangroves through a range of strategies and projects advanced by selected Fellows.

The Seatone/WRI team coordinated with MAR-L Program staff to develop a set of objectives for the training series that aimed to build Fellow knowledge, skills and abilities to collectively work towards the overarching program goal. The following objectives guided the training series:

- Integrate newly selected Fellows into the MAR-L Program and support advancement of locally designed and Fellow-led initiatives;
- Create common understanding of the importance, values, and conservation challenges surrounding mangrove ecosystems in the MAR;
- Train Fellows in the Coastal Capital methodology for conducting economic valuation;
- Train Fellows on resource governance, stakeholder engagement, conflict management and facilitative leadership;
- Introduce Fellows to progressive conservation strategies and tools that support mangrove conservation;
- Build synergies between past and present Fellow projects and regional initiatives;
- Create shared values and commitment for strengthening the MAR Leadership Network.
- Provide mentoring support (Seatone and WRI) to Fellows as project concepts and proposals are developed.

Each individual training in the series was in turn driven by specific objectives, involved numerous informational presentations and utilized interactive exercises so that Fellows could practice and reinforce learned concepts. MAR-L Program staff distributed evaluation surveys to Fellows at the culmination of each event in order to measure the effectiveness and impact of all training modules and to inform subsequent trainings. Results of these evaluations form the basis for long-term monitoring and evaluation of Fellow performance across the region. (See monitoring and evaluation recommendations below).

Summary of Trainings

The first training, held in Cancun, Mexico, was primarily introductory in nature. Fellows met for the first time, shared initial project ideas, and began to learn how to craft their ideas as stories to share with others. Seatone and WRI provided introductory training on a range of concepts, including the situational analysis of mangroves in the MAR, resource governance, economic valuation, and basic principles and practices of stakeholder engagement and facilitative leadership. Fellows initially discussed a collective vision for the region as it relates to economic valuation and conservation of mangrove ecosystems along the MAR.

The second training brought Fellows together in the small coastal town of Placencia, Belize. Lauretta tailored her modules to accommodate Fellow interests in economic valuation as linked to their respective projects. Rich's modules focused on helping Fellows refine project goals, understand the legal framework surrounding management of mangroves, define community interests in mangrove use and conservation, and identify relevant stakeholders. Rich also introduced a range of progressive conservation strategies. At this training Fellows began defining a regional vision, first individually and then collaboratively as a group.

The third training took place along the Rio Dulce in Guatemala. Rich led modules on conflict assessment, consensus building and interest-based negotiation. Fellows had the opportunity to consider a conflict assessment related to their project, prepare an agenda for a multi-stakeholder meeting, and facilitate a mock scenario requiring application of conflict management and consensus building strategies and techniques. Fellows then finalized and came to consensus agreement on a vision statement as it relates to economic valuation, conservation and protection of mangroves in the region.

Throughout the training series Fellows participated in highly interactive exercises designed by Rich to reinforce learned concepts, practice new skills and forge a peer-to-peer support network. Lauretta facilitated exercises on a wide range of methods and options for conducting an economic valuation of mangroves, demonstrating how Fellows could adapt different approaches depending on the goal and focus of their respective project concepts. Beyond the training modules, both Rich and Lauretta provided mentoring opportunities at various stages to Fellows interested to learn from the knowledge and skill sets possessed by each instructor.

All power point presentation modules prepared and shared by Rich and Lauretta have been provided to MAR-L Program staff and are thus not included as part of this report. Due to its length, the situational analysis paper is also not embedded in this report. Several of the interactive exercises designed and led by Rich and Lauretta are included as appendices. Worksheets associated with these exercises are, however, not included in this report, but have been shared with program staff. Furthermore, all presentations, interactive exercises and a host of additional resources have been shared with the Fellows.

Modules Led by Seatone Consulting

Rich Wilson of Seatone designed and facilitated modules on resource governance, facilitative leadership and various aspects of stakeholder engagement at the first three meetings in the training series. He also presented a power point version of the situational analysis paper and introduced a range of progressive conservation strategies for Fellow consideration. A summary of modules led by Seatone is as follows:

Introduction to Resource Governance

Fellows operate at the nexus of many elements of society that inform natural resources management, not the least of which is governance, public policy and institutional arrangements. An introduction to resource governance afforded Fellows the opportunity to understand and adapt to the legal framework within which they will design and implement their respective economic valuation studies and conservation projects.

<u>*Module 1 Learning Objectives*</u>:

- Understand the concept of governance generally and resource governance specifically
- Identify and describe what forms resource governance takes
- Cite examples of different forms of resource governance across the Mesoamerican Reef System and the Wider Caribbean
- Describe principles of good governance
- Identify the governance structures and resource management authorities in each Fellows' country or community

<u>*Module 1 Outline*</u>:

- Resource governance – What is the issue?
- What forms does resource governance take?
  - Centralized governance
  - Shared governance
  - Co-management
  - Private governance
- Principles of good governance

<u>*Interactive Exercise*</u>: Understanding Resource Governance

Stakeholder Engagement and Facilitative Leadership

The benefits of stakeholder engagement are well founded: increased transparency and accountability, better decision-making, enhanced social equity and justice, improved public/private sector relationships and creation of durable solutions to complex environmental challenges. The modules outlined below provided Fellows the opportunity to understand the guiding principles behind stakeholder engagement and develop facilitation skills that can be applied in a variety of collaborative settings.

<u>*Module 1*</u>: Principles of Stakeholder Engagement

Module 1 Learning Objectives:

- Understand the basic definition of a stakeholder
- Describe the benefits of stakeholder engagement
- Describe core principles that inform effective stakeholder engagement
- Assess your understanding of resource governance in your community/country
- Define your project goal(s), develop strategies to achieve those goals, and
- Identify relevant decision makers who can support or limit your success

Module 1 Outline:

- What is a stakeholder?
- Stakeholder engagement – What is the issue?
- Benefits of stakeholder engagement
- Stakeholder identification and analysis
- Facilitation and participatory planning
- Open lines of communication
- Partnership building
- Patience, leadership and resilience

Exercises:

- Developing SMART goals
- Defining your community
- Stakeholder identification and early prioritization

Module 2: Facilitative Leadership

Module 2 Learning Objectives:

- Understand the concept of facilitation and its associated benefits
- Understand what facilitators do and how they support collaborative work
- Demonstrate basic facilitation skills amongst your peers
- Identify a facilitative role or roles that help you advance your leadership

Module 2 Outline:

- Understanding and developing your leadership skills
- What is facilitation?
- What is a facilitator and what do they do?
- When is facilitation appropriate or useful?
- Basic facilitator skills
- Assessing your community, identifying your role and developing goals

Exercise: Practicing basic facilitation skills

Conflict Assessment, Negotiation and Consensus Building
Prior to engaging stakeholders, it is critical that Fellows understand the issues and conflicts surrounding their respective conservation project concepts. Moreover, Fellows must develop skills in negotiation and consensus building if they are to successfully involve people in creating lasting solutions to the conservation challenges they are seeking to address. The modules described below afforded Fellows the opportunity to design a conflict assessment and facilitate a multi-stakeholder meeting towards a consensus outcome.

Module 1 Learning Objectives:

- Understand why conflict assessment is a critical early step for engaging stakeholders and building consensus agreements
- Design and conduct a conflict assessment then utilize its findings to design a stakeholder engagement process
- Design and facilitate a goal driven / outcome oriented meeting or series of meetings with stakeholders
- Understand and apply basic principles of negotiation, conflict management and consensus building
- Understand your promise to the public as you build support for your project

Module 1 Outline:

- MAR Fellows operating at the nexus – A self-assessment
- Purpose and process for conducting a conflict assessment
- Approaches to stakeholder engagement
    - Plan and manage meetings to build consensus
    - Introduction to interest-based negotiation
    - A mutual gains approach to building agreements
- Public participation planning: Crafting your promise to the public

Exercises:

- Conflict assessment design
- Assessing your conflict management style
- Planning and managing your meetings to build consensus
- Consensus building role play scenario

Modules Led by the World Resources Institute

Lauretta Burke of WRI developed and led training modules and associated exercises on economic valuation of mangroves at the first two trainings in the series. The modules were highly interactive in nature and tailored to accommodate the Fellow interest in the topic of economic valuation, as well as address questions, comments and discussion that occurred at the first training.

Lauretta reviewed the background materials on economic valuation provided to the Fellows and demonstrated a range of valuation tools developed under WRI's Coastal Capital project.

Other supporting materials included exercises and questionnaires to help guide Fellows through mangrove valuation. Following the second training, Lauretta provided a new case study on shoreline protection by mangroves in Suriname, which includes a revised method for evaluating this ecosystem service. A summary of modules led by WRI is as follows:

Economic Valuation

A robust introduction to the key steps of an economic valuation—from scoping, to analysis to outreach and use of results—supported Fellows who expressed interest in valuation as a central element or focus of their project concept. The modules described below laid the foundation for several Fellows to lead economic valuation studies across the region.

Training #1 Learning Objectives:

- Valuation can be a useful process
- Valuation results can be "squishy" / subjective
- Valuation can influence decisions – especially if well-designed
- Challenges associated with valuation (and some ways to address them)
- Awareness of resources and tools

Module 1: Overview of Mangrove Valuation

- Ecosystem valuation basics
- Why value ecosystems?
- Enabling conditions
- Guidance for impactful valuation

Exercise: Defining the Goal of Valuation

Module 2: Coastal Capital – Case study for Belize

Exercise: What factors or aspects of mangroves are likely to influence value?

Module 3: Key Issues in Valuation

- Types of Valuation
- The pesky discount rate
- TOTAL or Partial Value?
- Beneficiaries
- Valuation metrics
- Interconnected ecosystems
- Economists' toolbox
- Precise? Accurate?
- Spatial Tools
- "Values at Risk"

Valuation Exercise: Totally Fictitious Valuation

- Pick a location, and describe the situation
- Identify a need and a policy question
- Who are you trying to influence?
- What info are they interested in? Metrics?
- Annual, total or marginal valuation?
- What goods and services are important?

Participants chose shoreline protection and identified:

- Who benefits?
- Who is interested in the values?
- What metrics might be of interest?
- What factors are likely to influence the value?
- How might we get at / approximate value?

Training #2 Learning Objectives:

a) A better understanding of:
   - How economic valuation is conducted
   - Data needs, sources, options
   - Uncertainty of results
   - The fact that valuation results can be "squishy" / subjective
   - How to target communication of study results

b) Improved technical knowledge of:
   - Methods for valuing fisheries, carbon, tourism, and coastal protection services
   - Resources and tools
   - How to collect or develop data, or use "proxy" data
   - The centrality of assumptions

Module 1: Review of Economic Valuation Basics

- Types of valuation
- General concepts
- Coastal Capital approach
- Tools of the trade

Four modules covered valuation of different ecosystem services. Each module provided:

- Overview of approach
- Case study / example
- Data needs / issues / options

Module 2: Valuation of mangrove-associated fisheries

- Demonstration of Coastal Capital Fisheries Tool

Module 3: Valuation of Blue Carbon

- Included rules of thumb for carbon estimation

Module 4: Valuation of Mangrove-Associated Tourism

- Demonstration of Coastal Capital MPA / Tourism Tool

Module 5: Valuation of Shoreline Protection from Mangroves

- Overview of Coastal Capital shoreline protection approach

Module 6: Uncertainty and Communication of Results

- Covered sources of uncertainty and dealing with uncertainty

Next Steps: Monitoring and Evaluating Fellow Performance in the Field

The Seatone/WRI team recommends that MAR-L Program staff apply ongoing monitoring and evaluation that measures how well the training series objectives were met by linking knowledge gained during training modules directly to Fellow initiatives launched after the training series, thereby measuring effectiveness of the former by demonstrating success of activities conducted during the latter.

MAR-L Program staff applied comprehensive evaluation questionnaires following each training. These questionnaires immediately measured Fellow *reaction* and *learning* during the trainings (i.e. how did Fellows feel about the trainings; was there an increase in knowledge and skills acquired). The Seatone/WRI team recommends that MAR Program staff similarly apply robust evaluation questionnaires at strategic times once Fellows begin making progress implementing their respective conservation initiatives.

This secondary level of evaluation will provide the opportunity to measure *changes in behavior* and *results* of Fellow initiatives (i.e. how was new knowledge from the training series applied and behavior changed; what results were achieved). This four-level approach will promote accountability amongst all Fellows and ensure a comprehensive evaluation of the overall program, not simply the immediate outputs of the trainings. Moreover, it is expected that ongoing evaluation of Fellow performance will inform adaptive management of the range of mangrove related projects being implemented across the region, and will help measure both conservation impact and social change over time.

Appendix I: 2015 MAR Leadership Program Vision Statement

We understand and appreciate the many ecosystem service values that mangroves provide to coastal communities along the Mesoamerican Reef Ecosystem, and how these values enrich human well-being.

We are concerned that a lack of awareness about mangroves contributes to preventable threats, unsustainable development activities and a lack of commitment at all levels—from individuals to communities to governments—to sustainably manage these critically important coastal ecosystems.

We consciously choose to educate and empower ourselves as conservation professionals in order to act as agents of change, creating a new reality wherein:

- Local communities are aware, empowered and engaged in mangrove conservation;
- Collaboration among decision-makers, the private sector, conservation organizations and communities enhances mangrove protections and catalyzes restoration and reforestation work;
- Successful mangrove conservation initiatives are replicated across the region;
- Restored and reforested areas flourish and thereby increase ecosystem service values; and
- Future generations possess greater knowledge, appreciation and commitment to preserve and protect mangroves.

Working together, we envision a region with extensive mangrove cover and associated ecosystem services, strong and effectively enforced legal frameworks and public policies, and prosperous communities which benefit from healthy mangroves and nearby seagrass beds and coral reefs.

We expect the realization of this vision will foster conservation action and enhance protections for at least 40,000 hectares (approximately 20% of the current coverage in the region) in the next five years, and will set the region on a path towards zero deforestation within 10 years.

Appendix II: Exercise – Practicing Basic Facilitation Skills

Meeting Purpose: To determine the best response to your government on a controversial development proposal on Paradise Island.

Background Information
The government is evaluating a permit application for development of a mega hotel and recreational resort area on Paradise Island. An environmental impact statement has determined that the development will likely threaten the island's ecology while providing some but not many jobs. Most income generated from the project will go to a foreign investor in the country of Greedistan. The public has the opportunity to provide feedback on the proposed project and you represent a group of citizens that has decided it needs to provide a response.

One group member will act as a NEUTRAL facilitator for the group. This person will facilitate the group conversation around the question: *What is the best response to this proposal from our group?* Your group does not need to discuss the extent of environmental impact, the motivations of the developer, or the quality of the environmental impact statement. It can be assumed that you have adequate information on all of these things.

The facilitator's goal is to keep the group talking about *what your response should be to the government agency that is evaluation the permit application*, and if possible come to consensus. For the purpose of this exercise, consensus means everyone can live with the final decision. Some might think the decision is great, some might think it's just ok, some may not like certain aspects but they can live with it. Any of these perspectives constitutes consensus.

Process

1. Select a facilitator to lead the group discussion.

2. Start with the following question: *How should we respond to the government's evaluation of the permit application for this development project?*

   Other questions could include:
   Why should we respond this way?
   Do we want to consider other options for how to respond?
   What do we think is the best response?

3. The facilitator should attempt to utilize at least 2 - 3 of the techniques listed on this handout.

4. After about 15 minutes, the participants will stop and provide the facilitator with feedback on how he or she did. Each person should consider telling the facilitator at least 2 things they did well, and 1 thing to improve. Remember to be courteous and supportive of each other in both giving and receiving feedback.

Encourage common principles of good facilitation

- Full group participation
- Fairness / even playing field
- Transparency
- Mutual understanding and shared responsibility

Practice the following facilitation skills

- **Stay neutral.** Focus on the process of how the meeting is run and let participates discuss, deliberate and decide on the substantive issues.
- **Listen actively.** Listen closely to any participants to understand their interests and be able to repeat back what you've heard as needed.
- **Stack people fairly.** Help people take turns in a conversation by "stacking" them in the order that they raise their hands or otherwise suggest they wish to speak.
- **Collect different ideas.** Build a list of ideas as the discussion unfolds. Encourage inclusive discussion by suggesting participants initially avoid judgement of ideas.
- **Encourage people to contribute.** Create opportunities for people to participate in the discussion without making them feel uncomfortable.

  "Who else has an idea to share?"

  "What do others think?"

  "I'd like to hear from those who haven't spoken yet."
- **Draw people's ideas out.** Help people to speak clearly and develop their ideas.

  "Why is it that you would say that?"

  "Can you tell me more about that?

  "What do you mean when you say that?"
- **Paraphrase.** Help speakers see they have been heard by sharing their words.

  "I believe I heard you say…"

  "Let me see if I'm understanding you correctly…"

  "I think you said…did I get that right?
- **Balance different perspectives.** Broaden group participation and ensure a fair and inclusive discussion amongst all participants.

  "Are there other perspectives on this issue?"

  "Does everyone agree with what has been said?"
- **Listen for common ground.** Help groups acknowledge different perspectives but also focus on areas of agreement.

  "I'm hearing differences but also similarities. For example…"

  "However, you all seem to agree on…"

  "Did I get this right?"
- **Summarize.** Help groups get to closure on the discussion and make decisions.

  "The original purpose of the discussion was to make a decision on…"

  "Here were the themes I heard and points related to each."

  "Let's see if we can now do the following…"

Adapted from: *The Facilitator's Guide to Participatory Decision-Making*. Sam Kaner et al., 2007.

Appendix III: Coastal Capital Checklist

Coastal Capital: Ecosystem Valuation for Decision Making in the Caribbean
Process Checklist (May 2014 version)

Country / location:
Policy question / intended use of study:
Valuation practitioner (name and organization):
Date checklist filled / updated:

Phase	Steps	Description of Progress
1. Scoping	1.1. Identify the policy question to be addressed by ecosystem valuation (i.e., the intended use of the study)	
	1.2. Consider the context of the study area to determine if economic valuation is the right approach - Threats to coastal resource health - Economic dependence on coastal resources - Local champions - Governance	
	1.3. Conduct a literature review of previous relevant coastal valuation studies	
	1.4. Identify and engage stakeholders who are interested in the policy question, clarify objectives of the study, and clarify how each will be engaged - Primary stakeholders (e.g., fishers, farmers, local tourism businesses, local civil society groups) - Secondary stakeholders (e.g., national and local government officials, resource managers) - External stakeholders (e.g., NGOs, developers, tourists, external investors, universities, media)	
	1.5. Identify decision makers and other target audiences (usually among the stakeholder groups identified above) and begin developing a communications strategy	
2. Analysis	2.1. Develop scenarios of possible futures through a participatory process (e.g., through Driver-Pressure-State-Impact-Response [DPSIR] framework or critical	

	uncertainty approach)	
	2.2. Analyze the changes in ecosystem services under the scenarios (e.g., through modeling, expert opinion, or information transfer)	
	2.3. Choose methods to value or monetize the changes in human well-being—ensuring the methods are appropriate to the policy question	
	2.4. Collect and analyze biophysical and socioeconomic data (e.g., primary survey data, secondary data)	
	2.5. Account for risk and uncertainty in valuation results	
	2.6. Develop and apply decision support tools (e.g., cost-benefit analysis, cost-effectiveness analysis, multi-criteria analysis)	
	2.7. Report valuation results clearly and transparently, in a way that is useful to stakeholders and other valuation practitioners	
3. Outreach	3.1. Develop synthesis products derived from the valuation results for decision makers, using metrics and products that are relevant to the target audience	
	3.2. Communicate valuation results to decision makers—ideally through an interactive and iterative process—through a variety of channels (e.g., public and private meetings, traditional and social media)	
	3.3. Share the study and results with the wider coastal valuation community	
	3.4. Monitor and assess the impact of the economic valuation study	

Source: Adapted from Waite, R., L. Burke, E. Gray, P. van Beukering, L. Brander, E. McKenzie, L. Pendleton, P. Schuhmann, and E. Tompkins. 2014. *Coastal Capital: Ecosystem Valuation for Decision Making in the Caribbean.* Washington, DC: World Resources Institute. Accessible at: wri.org/coastal-capital.

Appendix IV: Valuation Exercise Template

MAR Valuation exercise (for Fellows doing Economic Valuation)

Country, and location	
Policy Question you seek to answer	
Definition of the study site (a **geographic extent**) as a map or description	
Description of study site – general description of the area (geography landscape / ecosystems), human population, economic uses, and anything special / interesting you wish to add	
Ecosystem services – What are the most important ecosystem uses / ecosystem services provided by mangroves within the study area (such as nursery for fisheries; attraction for birders; etc.)	
Current pressures: are there threats to ecosystems within the study site? Please describe.	
Is there some **possible future** (a scenario) you wish to explore (such as restoration of a mangrove, establishment or expansion of an MPA, etc.)?	
Anticipated future – What change in ecosystem services do you expect under this scenario?	
The valuation plan – Which ecosystem service(s) do you hope to evaluate using economic valuation?	
Time frame – Over what time period do you think it makes sense to look at? (number yrs)	
Influence – Who are you trying to influence with the valuation results? Might a narrative be as effective, or do you really need $$ values? What level of accuracy do you think they will find acceptable?	
Data, data, data…… For each ecosystem service you are hoping to value, do you have or think you will be able to obtain data on: Habitat extent Current use? Sustainable use levels or productivity or growth rates?	

Appendix V: Exercise – Developing SMART Goals

Exercise purpose: Fellows revisit and jointly review their respective project planning efforts to date (results chain development) in order to develop and refine a SMART goal statement.

Process/structure: Fellows gather in groups of 2. Individuals in each pair verbally present their results chain planning efforts. Working together each pair then uses the commonly applied SMART acronym to refine project goal statements. Fellows will be strategically matched for this exercise. Criteria for determining the best pairs may include:

- Fellows are both interested in economic valuation
- Fellows are developing similar project concepts
- Fellows work in a similar contextual or socio-political environment
- Fellows have similar professional backgrounds or interests

Paired groups generate responses to the questions listed below. Fellows provide each other constructive feedback and assist with note taking as needed. Fellows should keep track of both their 'before' and 'after' exercise goal statements in order to demonstrate improvement.

Time allotted: 1 hour for paired discussions; 30 minutes for full group discussion.

Small group task:
Fellows will take turns developing SMART goals by applying following the sequential steps.

1. Each Fellow briefly presents their results chain work to the other. At minimum, the presenter should describe the following aspects of their project concept:
    - Geographic location
    - Goal
    - Strategy
    - Outputs and Outcomes
2. Fellows then revisit and refine their respective goal statements
3. Use the attached worksheet to explore SMART acronym questions
4. Capture discussion outputs on the attached worksheet

Ground rules: The following ground rules should guide small group discussion.

- Be a facilitative leader
    - Use good listening skills
    - Repeat what you hear and ask questions to clarify as needed
    - Summarize what you hear to demonstrate comprehensive understanding
- Be supportive but also provide constructive commentary to improve each others work
    - Comment on both strengths and weaknesses
    - Follow critiques with specific suggestions
    - Focus on what can be improved
    - Try not to be defensive and be sure to thank your partner for his/her comments
- Manage time well so that each Fellow explores all questions on the attached worksheet

Appendix VI: Exercise – Understanding Resource Governance

<u>Exercise purpose</u>: Determine the level of Fellow understanding of governance in each MAR country as it relates to the management, conservation and/or sustainable use of mangroves.

<u>Process/structure</u>: Fellows gather in small groups, by country, to describe the governance structure (legal framework) surrounding mangroves. Each small group then shares and discusses their understanding of governance with the full group.

Small groups generate responses to the questions listed below. To accomplish this task, each group will designate individuals at the outset to take on one or more of the following roles:

- *Group leader*: Use facilitation skills to ensure everyone gets to participate in the conversation and the group stays focused on the assigned task.
- *Recorder*: Document all responses in writing using the attached worksheet.
- *Timekeeper*: Make sure the task is completed in the allotted time period.
- *Reporter*: Designate someone who will report back discussion outputs to the full group.

<u>Time allotted</u>: 1 hour for small group discussions; 45 minutes for full group discussion.

<u>Small group task</u>: Using mangrove ecosystems as a focal point of the discussion, collaborate to answer the questions below. (Note there are no right or wrong answers. It's an exploratory exercise, so just discuss and write down all ideas that come to mind).

1. In relation to mangroves, who decides what the law should be, creates new laws or amends existing laws?
2. What ministries, agencies or departments are legally mandated to manage or permit use and development of coastal ecosystems, including mangroves?
    a. Is it clear who has mandated responsibilities? If not, why not?
    b. What gaps, if any, exist in the legal framework? If gaps do exist, why is that so?
3. What rules and regulations exist that inform the way in which responsible authorities manage or permit use and development of mangroves?
    a. Is there any conflict between different rules and regulations? If so, describe the conflict and any challenges it creates?
4. Who enforces rules and regulations and are there problems with enforcement? If so, what is the problem(s) and what are the root cause of the problem(s)?
5. Who else should be involved in these processes (#1–#4), why, and what role should they play?
6. What does your group understand well about governance, as it relates to mangroves? What do you need to learn more about, particularly as it relates to implementation of your projects?

Appendix VII: Exercise – Defining Your Community

Exercise purpose: Gain a rapid, foundational understanding of your immediate community and its connections to mangrove ecosystems.

Process/structure: Fellows gather in groups of two to describe the immediate community or communities in which their respective projects will take place. Fellows then identify the connections each community has to mangrove ecosystems. Following small group discussions, Fellows briefly discuss the outputs of their conversations with the full group.

The two persons in each group take turns to respond to questions listed below. As one person responds, the other takes notes for this person using the attached exercise worksheet.

Time allotted: 30 minutes for small group discussions; 30 minutes for full group discussion.

Task: An important starting point for any local conservation initiative is to understand the community within which you will be working. This builds foundational knowledge that will inform almost all subsequent project planning and implementation efforts.

1. What is the geographic focus of your project?

2. What community or communities of people live within this geographic area?

3. What unites people in this area and makes them a community? For example, is it social or religious values? Ethnicity? Economic or political systems? Geography? Something else? In other words, describe what makes the area a "community" versus just a lot of different people living in the same area?

4. What values do mangroves provide for the community or communities where your project will take place? Are mangroves more important for some than for others? If not, why not? If yes, explain the different values that mangroves hold for different people.

Ground rules: The following ground rules should guide small group discussion.

- The exercise is a rapid brainstorm, thus all ideas have value and should be quickly documented. Notes don't have to be perfect, but note takers should try to capture as much information as possible based on responses to the above questions.
- Fellows taking notes should practice active listening skills by:
    - Asking for clarification for any ideas not understood
    - Verbally paraphrasing what you've heard to show understanding of what someone in your group is saying in response to the questions
    - Verbally summarizing all the ideas you heard and capturing them as notes in the attached worksheet
    - Helping respondents stay focused and on task

Appendix VIII: Exercise – Stakeholder Identification and Early Prioritization

Exercise purpose: Identify and begin to prioritize individuals or groups (stakeholders) who may affect or be affected by your conservation project. (*The term "stakeholder" is defined broadly as any group or individual that is interested in or may be affected by your conservation work. This may include, for example, government agencies, private sector interests, non-profit organizations and interested parties*).

Process/structure: Fellows gather in groups of 2. Individuals in each pair explore the questions below to 1) identify relevant stakeholders and then 2) begin to prioritize which stakeholders need to be involved in your project, which should be involved, and which at minimum could be kept informed. Fellows will be strategically matched for this exercise. Criteria for determining pairs may include:

- Fellows are both interested in economic valuation
- Fellows have project concepts that potentially affect similar stakeholder groups
- Fellows work in a similar contextual or socio-political environment
- Fellows are beginning to develop an effective peer-to-peer learning relationship with each other

Time allotted: 1.25 hours for small group discussions; 30 minutes for full group discussion.

Small group task: Fellows will take turns responding to the below questions. Each Fellow will help the other document his/her responses in the included worksheet.

1. Who is threatening mangroves at my proposed project site, whether directly or indirectly? How are they threatening mangroves?

2. Which agencies, departments or groups have authority to make decisions that may affect my project? What kind of decision-making authority does each have? (*e.g. resource management; project permitting; law enforcement; local leadership etc.)*

3. Who will benefit and how if my project is successful?

4. Who would be impacted and how if my project is not successful?

5. Who might be a barrier to project success, whether purposefully or unintentionally? How would this individual or group be a barrier?

6. Which leaders (individuals or groups) in the immediate community, or elsewhere, could help shape public opinion and/or involvement, and thereby contribute to project success?

7. Based on responses to all the questions above, each Fellow should answer the following:
    a. Who <u>needs to be involved</u> in my project and why?
    b. Who <u>should be involved</u> in my project and why?
    c. Who could at least <u>be kept informed</u> of my project and why?

<u>Ground rules</u>: The following ground rules should guide small group discussion.

- *All ideas have value*. This exercise is a brainstorm so at this stage it's best to identify a comprehensive list of stakeholders. Your list can and will be refined later.
- *Quick and effective note taking is critical*. There are many questions to get through, thus Fellows need to help each other take quick but thorough notes. Your notes don't have to be perfect or pretty, just get them down so you can continue to use them during later exercises.

Appendix IX: Exercise – Conflict Assessment Design

Scenario A:

A village council in a small coastal community has been given a grant from the central government to address risks to coastal infrastructure from hurricanes. Funds can be spent on immediate infrastructure improvements or long-term planning efforts. The work can be tied into broader infrastructure improvements for the community, and also linked to existing funds that the community already has for conservation of natural ecosystems (e.g. coral reefs, mangroves) that help protect the community from hurricane impacts. There is currently no structure on how to manage the money, what to spend it on or how to link it to other efforts. The purpose of the assessment is to identify organizational structure and decision-making criteria for how to manage the funds, who to involve in decision-making processes and how link the work to other coastal protection efforts already taking place in the community.

Scenario B:

The Ministry of Public Works is evaluating a controversial proposal to develop a sewage treatment plan that will benefit six small coastal communities in the southern part of the country. Local groundwater supplies have been polluted throughout the region due to lack of such a plant, and children have been showing higher than normal rates of dysentery and other illnesses related to poor sanitation. The proposed location for the plant is very close to largest elementary school in the area. Local residents are conflicted because of this, with some supporting the current proposal to develop the plant while others are voicing opposition. The purpose of the assessment is to identify who may be affected by the sewage treatment plant and what development alternatives exist as the Ministry evaluates the proposed project and prepares to make a decision.

Exercise: For each scenario, work in a small group to answer the following questions:

- What is the benefit of conducting an assessment?
- Who should participate in the assessment?
- Why is it important to assess the feasibility of a consensus building process?

Work as an individual. Using your Scenario A or B (whichever you worked on earlier), take 15 – 20 minutes to identify the main topics to be explored during and assessment, and the questions you want to ask participants about these topics. Once completed, each Fellow will get a chance to interview others.

Topic:

1 – 3 questions associated with this topic:
Notes:
Topic:
1 – 3 questions associated with this topic:
Notes:
Topic:
1 – 3 questions associated with this topic:

Appendix X: Exercise – Assessing Your Conflict Management Style

Read the definitions and organize yourself accordingly around the room. Walk to groups and talk about the traits – there are pros and cons to each!

Avoid: I ignore or refuse to acknowledge or try and solve the conflict. As a result, " I lose and you lose," because nothing is done about it.

Accommodate: I do what you want in order to satisfy your needs or wants, because that's easiest. As a result, "I lose and you win," because I gave up what I wanted or needed.

Compete: Either you or I will win, but not both of us. So I choose to fight for what I want. As a result, "I win and you lose," because only one person can win.

Compromise: You and I both give up part of what we want or need to settle the problem. As a result, "I win some and you win some," because we were both will to give a little.

Collaborate: You and I work together to find an agreeable solution to the problem. As a result, "I win and you win," because we were willing to work together.

(~15 minutes) Icebreaker: Move to different places in the room to indicate your conflict management style. Ask questions:

- Why did you choose this option?
- Did anyone have trouble deciding? If so, why?
- Who thinks their style is different in the professional life vs their personal life? (Raise your hand.) Ask those who have raised their hands what their "other" style is.

Each approach has pros and cons, but collaboration may be the best option for mangrove conservation because it creates lasting solutions that can be supported by the many stakeholders who have an interest in these coastal ecosystems.

Adapted from: *Conflict at a Glance*, Ingrid Bens, 2005. Session originally presented by National Ocean Service facilitator Stephanie Kavanaugh and Seatone facilitator Rich Wilson at the 4th International Tropical Marine Ecosystem Management Symposium, 2011.

Appendix XI: Exercise – Planning and Managing Meetings to Build Consensus

Exercise purpose: Develop an effective meeting agenda and facilitation strategy to encourage stakeholder involvement, identify interests and/or conflicts, and forge consensus agreement(s).

Process/structure: Fellows gather in groups of 2 or 3 persons to 1) brainstorm a potential future meeting related to your project, 2) identify issues and conflicts that may arise and 3) draft a meeting agenda and facilitation strategy for leading the meeting towards a successful outcome.

Fellows may choose to match themselves strategically for this exercise. Criteria for working together in small groups may include:

- Fellows have project concepts that potentially affect similar stakeholder groups
- Fellows work in a similar contextual or socio-political environment
- Fellows have developed an effective peer-to-peer learning relationship with each other

Time allotted: 1.5 – 2 hours for small group discussions; 1 hour for full group discussion.

Small group task: Fellows will take turns responding to the questions below. Fellows will help their small group partners to document his/her responses in the included worksheets.

Step 1: Establish what the meeting will be about and who should participate. (Worksheet #1)

8. What are the main topics (agenda items) that you want to address at this meeting? What is the most appropriate sequence for discussing identified topics?

9. Based on your response to question #1, what stakeholders should be invited to your meeting? Who must attend for the meeting to be successful? Who might be interested even if their participation is not critical for success?

10. For each identified topic (agenda item), what are the key issues to be discussed?

11. What is the desired outcome of each agenda item? In other words, what do you hope the discussion under each agenda item will achieve? (i.e. Are you simply sharing information? Are you trying to get group agreement on something? Are you trying to capture action items and next steps that grow from the discussion?)

12. Based on your responses to all of the above, what is the overall goal or purpose of the meeting?

Step 2: Develop a facilitation strategy so you have a plan for how you will manage the meeting and achieve the stated goal(s). (Worksheet #2)

13. For each agenda item, what information needs to be shared in order to help frame the discussion or create common understanding amongst participants of the issues being discussed? What is the ideal format for sharing information (e.g. facilitator verbalizes information, presentation, handouts, guest speakers etc.)? Will you share any information before the meeting? If so, what information will you share and how will you distribute it?

14. For each agenda item, identify what you think will be the most important issues or concerns on the minds of the different stakeholder who will attend?

15. Based on your responses to question #7, where in the agenda might challenging conversation or conflicts arise?

16. Based on your responses to question #8, what approach will you take to identify the underlying interests of participants?

17. Based on your responses to question #9, what approach will you take to identify similar interests among participants and potentially build a consensus agreement?

Step 3: Develop a draft agenda and facilitation strategy. (Worksheet #3: Agenda template)

18. Utilize the outputs from steps 1 and 2 to craft your agenda and embed important facilitation notes.

<u>Ground rules</u>: The following ground rules should guide small group discussion.

- *All initial ideas have value*. This is a planning exercise so at this stage it’s best to go with your instincts in terms of the answers you come up with to the above questions. You will have time to refine your agenda and facilitation strategy before convening the meeting.
- *Quick and effective note taking is critical*. There are many questions to get through, thus Fellows need to help each other take quick but thorough notes. Your notes do not have to be perfect or pretty, just get them down so you can continue to use them in the months ahead when you convene meetings with stakeholders in your community.

Appendix XII: Exercise – Consensus Building Role Play Scenario

<u>Scenario</u>

A local conservation non-profit has been in talks with the central government to designate a stretch of coastline—including extensive mangroves, seagrass beds and nearby coral reefs—as a protected area, and then have the non-profit and government jointly take on management authority. The government has said that it is potentially interested in the protected area concept, but only if all persons and groups that benefit from the area can come to agreement on the designation and associated rules and regulations for how the area's resources should be used and managed.

Since starting talks, the non-profit organization has now taken the lead in coordinating with the government to conduct outreach with the community regarding the protected area concept. The government has given this group a small grant to hold a series of public meetings and act as a neutral facilitator to help forge consensus on the issue. Managers at the non-profit have noticed that while there is some government support for the protected area concept, it is clear that a few high level officials would rather sell portions of the coastal environment to the highest bidder to develop the land. These high level officials have complained that there is not enough economic activity in the area producing needed tax revenue for the central government. It appears that several international hotel chains and cruise lines are interested in the land and have begun to draw up and present to the government big development plans with the goal of bringing tens of thousands of tourists annually to the area.

Fishermen have used the coastal area, especially the mangroves, for generations. The mangroves are rich in crabs, fish and wood that is useful in their communities and often brings them a source of income. Fishing is best at midday and sometimes in the late afternoon. Wood harvesting takes place at all hours of the day. And sometimes the fishermen choose to go fish out on the coral reef instead of in the mangroves. It is currently legal to catch crabs and fish and harvest wood, but in recent years the availability of these resources has been in decline because of overharvesting by local fishermen, but also because of poachers coming in increasing numbers from outside communities. Fishermen have become increasingly worried that the government is going to make new rules that will ruin their livelihood and way of life. The local fishermen's cooperative has told government officials that a protected area is not the solution, and that they can conserve and protect resources on their own just fine.

In recent years a small but significant number of small hotels have developed in the local community. This has resulted in economic growth and new job opportunities. There has been an increase in the number of tour boat operators, often linked directly to the hotels, that take tourists to snorkel, birdwatch and kayak in the mangrove areas, particularly in the morning and midday, and then head out to the coral reefs in the afternoon. Several hotels have also opened up shops where they sell mangrove wood carvings, jewelry and art, much of which is imported from other areas. At first, the hotels hired locals to help operate boats and lead tours. However, because locals have been undependable and are generally not well trained as tour guides, the hotels now often hire tour guides from the big cities to the north and south of the area, especially because these guides are willing to work for very low wages. One problem this has created is that these new tour guides do not possess knowledge of the local area and haven't shown a commitment to sustainable practices in how they operate tours and manage tourists.

Conflicts in the area are growing. Fishermen have become resentful because when they go to an area to catch fish or harvest something else, tourists seem to always now be in the way. Some young fishermen have started stealing from the hotels because they are desperate for work and resentful that the hotels are not providing as many local jobs as they could. Out on the water, boat captains and their crew tend to dump their tourists in the shallow waters to snorkel and kayak, and do not keep an eye on them. As a result, a number of tourists have been scared by fishermen with machetes, and have been submitting a growing number of complaints to government officials. While the fishermen have simply been using the machetes to harvest wood for the fashioning of local products and cultural artifacts, tourists have perceived them as a threat and complained to the point that there have been several fights between boat captains and local fishermen. It is also problematic that most fishermen only speak Spanish or another local dialect, and the tourists do not.

Exercise

Plan for and facilitate a public meeting with the aim of finding group consensus regarding potential protected area designation of the coastal area described above.

Meeting Preparation / Participation Tasks

1. Meeting facilitation team:
    a. Prepare a meeting agenda
    b. Identify relevant stakeholder groups and consider their approach to the conversation using the negotiation planning tool
    c. Facilitate the meeting with the goal of achieving consensus (designate a lead facilitator, a chart writer and a timekeeper)

2. Meeting participants:
    a. Identify relevant stakeholder groups
    b. Break up into identified groups
    c. Use the negotiation planning tool to prepare and then advance your identified groups' interests at the meeting
    d. Participate in the meeting