ICIMOD Proceedings 2017/1

ICIMOD

FOR MOUNTAINS AND PEOPLE

Proceedings of Landscape Governance Training of Trainers

About ICIMOD

The International Centre for Integrated Mountain Development (ICIMOD) is a regional knowledge development and learning centre serving the eight regional member countries of the Hindu Kush Himalayas (HKH) – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan – based in Kathmandu, Nepal. Globalization and climate change have an increasing influence on the stability of fragile mountain ecosystems and the livelihoods of mountain people. ICIMOD aims to assist mountain people to understand these changes, adapt to them, and make the most of new opportunities, while addressing upstream and downstream issues. ICIMOD supports regional transboundary programmes through partnerships with regional partner institutions, facilitates the exchange of experiences, and serves as a regional knowledge hub. We strengthen networking among regional and global centres of excellence. Overall, we are working to develop economically and environmentally-sound mountain ecosystems to improve the living standards of mountain populations and to sustain vital ecosystem services for the billions of people living downstream – now and in the future.

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Acronyms and Abbreviations

BF	Bhutan Foundation
CDI	Wageningen UR Centre for Development Innovation
CIFOR	Center for International Forestry Research
CNP	Chitwan National Park
DNPWC	Department of National Parks and Wildlife Conservation
DOFPS	Department of Forest and Park Services
EDC	Eco-development committee
FGD	Focus Group Discussion
FYP	Forest Year Plan
GGN	Green Governance Nepal
GNH	Gross National Happiness
KSL	Kailash Sacred Landscape
KL	Kanchenjunga Landscape
LG	Landscape Governance
LOA	Letter of Agreement
LSJ	Landscape Journey
HKH	Hindu Kush Himalaya
HKPL	Hindu Kush Karakoram Pamir Landscape
HWC	Human Wildlife Conflict
ICRAF	International Council for Research in Agroforestry
M&E	Monitoring and Evaluation
NTNC	National Trust for Nature Conservation
PEST	Political, Economic, Social and Technological factors
PPP	Public Private Partnerships
PWR	Parsa Wildlife Reserve
REDD	Reducing Emissions from Deforestation and Forest Degradation
RMCs	Regional Member Countries
RSPN	Royal Society for Protection of Nature
TAL	Terai Arc Landscape
TOC	Theory of Change
ToT	Training of Trainers
UWICE	Ugyen Wangchuck Institute for Conservation and Environment
VTR	Valmiki Tiger Reserve
WWF	World Wildlife Fund
WTI	Wildlife Trust of India

Executive Summary

The International Centre for Integrated Mountain Development (ICIMOD), in collaboration with the Wageningen UR Centre for Development Innovation (CDI), organized a 'Landscape Governance Training of Trainers' in Chitwan, Nepal, from 25 September-5 October 2016. The Chitwan National Park (CNP), which is under the Department of National Parks and Wildlife Conservation (DNPWC), National Trust for Nature Conservation (NTNC), Nepal, and the Valmiki Tiger Reserve (VTR), which is under the Forest Department, Bihar, India, were co-organizers of the event.

The ten-day workshop aimed to train participants from seven countries – Afghanistan, Bangladesh, Bhutan, China, India, Nepal and Pakistan – on transboundary landscape governance for further application of the curriculum in their respective countries. Participants had been selected and invited based on their positions to ensure the uptake of the Training of Trainers (ToT) workshop learnings so that they maybe be mainstreamed into national level courses. The programme began with a two-day cross-border field assessment using the Landscape Governance Tool in Madi Valley in Chitwan, Nepal, and Govardhana, India. This was followed by a ToT course in Chitwan which covered five modules, and was delivered by trainers Cora Van Oosten and Seerp Wigboldus from the Netherlands. Plans and methodologies for country and context specific approaches of the ToT were finalized later through group activities.

Introduction

Transboundary landscapes provide a platform for collaboration among countries sharing similar landscapes divided by political divisions to work together to conserve and develop the landscape. Several transboundary initiatives have been launched and are well underway in the fragile landscape of the Hindu Kush Himalaya (HKH). Studies and early implementation in these areas show that indeed, it may be possible to strike a balance between conservation and development, and mitigate competing claims on land use for the overall sustenance of numerous ecosystem services. But only under the condition that they are carefully designed and facilitated, and take into account the multi-functionality of the landscape, as well as the basic principles of the sustainable management of natural resources, stakeholder involvement, and inclusive and informed spatial decision making. These are hence the basic ingredients of what is currently labelled 'landscape governance'. Landscape governance is a training and learning programme designed as a capacity-building trajectory for partners and lead agencies operating in the five transboundary landscapes so that they can design, develop, facilitate and mainstream landscape governance mechanisms or its key elements, and enhance their landscape's resilience in a sustainable and inclusive manner. Landscape governance therefore provides an appropriate framework for the HKH transboundary programme, as it enables for the establishment of multi-stakeholder planning mechanisms integrating different land uses, while being embedded in policy frameworks and markets at multiple levels and scales. This offers scope for the development of institutional mechanisms connecting the various Transboundary Cooperation Initiatives, while maintaining each country's national sovereignty, policy frameworks, cultures and modes of governance.

Landscape governance differs from mainstream governance approaches, in the sense that the bio-cultural boundaries of landscapes are taken as a basis for planning and spatial decision making, which allows for strong collaboration beyond territorial and institutional boundaries.

CDI in collaboration with the Center for International Forestry Research (CIFOR) and the International Council for Research in Agroforestry (ICRAF) at the CIFOR centre organized a two-week international course, "Governance of Landscapes, Forests and People", conducted in Bogor, Indonesia from 24 August-4 September 2015. The aim of the course was for practitioners and professionals to adopt an integrated perspective on the landscape approach and look beyond conventional conservation approaches to a more holistic integrated ecosystem mindset. Moreover, the two-week sessions were aimed at enabling participants develop a common understanding of landscape governance and the implications of upscaling participation to work with diverse stakeholder groups at the landscape level. The session also sought to build the competencies of participants as future facilitators of the landscape governance processes. ICIMOD was also a part of the training, and presented on the work being done through its transboundary landscape programmes in the Kailash Sacred Landscape (KSL), the Kangchenjunga Landscape (KL), and the Hindu Kush Karakoram Pamir Landscape (HKPL) in the HKH. It was during this training course that the potential collaboration between CDI and ICIMOD to collectively work on the development of landscape governance approaches and mechanisms within ICIMOD's five transboundary landscape in the HKH, was discussed and conceived.

The idea behind the collaboration was to enable ICIMOD's active implementing partners, who are directly involved in five transboundary landscape programmes, acquire appropriate knowledge, skills and attitude on landscape dynamics, governance, multi-stakeholder processes and institutional change so as to contribute to the sustainable management of ecosystem goods and services for improving the livelihoods of landscape inhabitants, while enhancing ecological integrity, economic development and socio-cultural resilience in an integrated manner.

ICIMOD has been implementing the regional REDD+ initiative under this Transboundary Landscape Programme with the objective of assisting ICIMOD regional member countries (RMCs) in preparing for REDD implementation at the landscape level. In the long run, it is envisaged that landscape level conservation and management programmes will benefit by tapping into the REDD+ financing instrument. Currently this initiative is supporting REDD focal points in four countries in their readiness phase, and also establishing a south-south learning platform for sharing knowledge and experience on REDD at the regional level.

After CDI and ICIMOD signed the Letter of Agreement (LOA), a workshop involving ICIMOD's major implementing partners of the transboundary landscape programme was held in July 2016. The 'Landscape Governance Initial Planning and Preparation Workshop' was held at the Godavari Knowledge Park in Kathmandu from 6-8 July 2016. It sought to define and understand landscape governance and identify the core capacities that professionals need to be able to facilitate landscape governance on the ground. The first landscape governance curriculum was drafted during this workshop. The curriculum was built on the capacity to act and commit, deliver on development objectives, adapt and self-renew, relate to external stakeholders, and achieve coherence.

A second workshop, 'Regional Training of Trainers (ToT) on Transboundary Landscape Governance', was held in Chitwan, Nepal, from 25 September-5 October 2016. The workshop was organized to train trainers from different countries and organizations for further uptake of capacitiy-building on landscape governance in respective countries, thus facilitating its mainstreaming. During the workshop, the draft curriculum was revised with contributions and inputs from a larger group of experts and professionals working in ICIMOD's five transboundary landscapes. A more solid and detailed framework with five modules was developed during the September workshop.

Objectives

The main objective of the ToT was to guide the participants through the curriculum with a particular focus on:

- The basic principles of the ToT approach, including the principles of competence-based learning.
- Conceptual understanding of landscape governance, of transboundary landscape governance in particular, with a clear focus on didactic skills.
- Contextualization of the curriculum to the participants' own specific landscape conditions, and an understanding of the participants' own roles in landscape governance.

Envisaged Outcomes

Capability to understand landscape dynamics and think/position strategically
(towards readiness to appropriately engage with the landscape)

- Landscape awareness
- Landscape assessment
- Adaptive learning/contextual flexibility
- Recognizing opportunities/threats
- Readiness for the future/responsiveness

Capability to achieve coherence in landscape diversity
(towards inclusiveness and togetherness in the landscape – 'being in it together')

- Landscape leadership
- Facilitating multi-stakeholder networking
- Establishing common concern/pathways
- Leveraging power relationships
- Conflict management

Capability to make institutions and policies work for the landscape
(towards connectedness and alliances beyond the landscape)

- Recognize and capitalize on landscape institutions
- Engaging with external institutions for the benefit of the landscape
- Policy coordination/integration in the landscape
- Mobilizing external support (information, finance, political, etc.)
- Landscape branding, marketing and trading

Capability to create landscape market value *(towards responsible landscape enterprise)*

- Livelihood benefits from the landscape
- Landscape-conscious entrepreneurship
- Landscape-oriented business models and finance
- Enabling economic/market environment
- Landscape-based certification/quality control

Capability to manage landscape resources *(towards a resilient landscape)*

- Integrated landscape resource management processes and structures
- Management decision-support base/tools
- Integrated spatial planning
- Spatial decision-making
- Participatory monitoring and evaluation of landscape resource management

Highlights of Opening Session

Day 1: 25 September, 2016

An introductory session started right on the bus during the trip from Kathmandu to Chitwan. All the participants were requested to introduce themselves, the landscape they belonged to and the expectations they had from the ToT. A small exercise was done while travelling, where participants were asked to look out of their bus window, observe and define the landscape outside. Upon reaching Chitwan, before dinner, an informal opening session was held at hotel Rhino where all the participants checked in. The opening of the ToT started with remarks from Rajan Kotru, followed by remarks from Cora Van Oosten, and a transboundary landscape governance exercise by Brij Rathore and Tashi Dorji. Bhaskar Singh Karky and Nabin Bhattarai briefed participants on the field plans and logistics which were going to be realized over the course of the next two days.

Name/ Organization	Key messages
Cora Van Oosten	• Introduction to landscape governance with capacity development framework. • Discussion of related parameters interactively to meet group's focus and perception. • Applying this as landscape governance capacity assessment to the four action sites. • Sharing what emerged in the application.
Brij Rathore	• Background information on landscape journey for interdisciplinary participants – researchers, policy makers, administrators, representatives of key stakeholders, private sectors, the media. • Some ideas/pictures/issues critical from the landscape governance perspective. • Pre-information to village representatives or village leads for field trips.
Bhaskar Singh Karky and Nabin Bhattarai	• Briefing on field plans of CNP, Nepal, and VTR, Govardhana, India

Highlights of Landscape Journey (LSJ) Involving Field Trips to Madi Valley, Nepal, and Govardhana, India

Days 2, 3 and 4: 26-28 September 2016

The participants were divided into two groups to undertake the landscape journey which covered Madi Valley, Nepal, and Govardhana, India. Group I, visiting, Madi Valley included 20 participants, whereas Group II, visiting Govardhana, included 10 participants. The group visiting Govardhana, India, was led by Brij Rathore. Group I was divided into two teams, each group comprising 10 participants, led by Rajan Kotru and Tashi Dorji.

	Group I		Group II
Location	Madi Valley, Nepal		Govardhana, India
1st day	Baikunthe	Laxmibas	Govardhana
2nd day	Someshwor	Panchpandav	
Checked In	Homestay		Forest Eco-huts

GIS map showing transboundary region of VTR and CNP.

The workshop started with a two and a half day long landscape journey, aimed at capturing different perspectives and local circumstances in a transboundary setting, and then building on what had been seen in the field during the following theoretical sessions.

The LSJ involved a range of participatory tools such as Transect Walks, Semi-structured Interviews with Key Informants, Resource Mapping, and Focus Group Discussion (FGD) involving stakeholders at different levels. The idea was to facilitate meaningful interaction while keeping an interdisciplinary perspective in mind. The field site was well selected and accessible for listening to and observing different landscape elements and exploring cross-border issues from diverse perspectives. The data collection was efficient and facilitated by good planning (transport, time allocated, etc.). The collected data was processed between fieldwork sessions.

During the journey process, a few presentations were made by professionals and experts. For instance, Shashank Poudel presented on the conservation work done by NTNC in collaboration with the Government of Nepal in the Terai Arc Landscape (TAL). Deependra Pathak, an engineer from Madi Valley Municipality presented on the socio-economic and transboundary aspects of Madi Valley. Similarly, an expert from an NGO 'Green Governance Nepal' who used to be a professional from WWF Nepal presented on the work done by Green Governance Nepal (GGN) and WWF Nepal in Chitwan National Park and Madi Valley.

Stakeholder's perspectives on several socio-economic, ecological and transboundary issues including the concept of green city, eco-tourism, human-wildlife conflict, landscape and natural resources management in Nepal and India, and livelihood improvement were discussed with the participation of communities and experts from NTNC, Madi Valley Municipality, GGN and a home stay committee.

Continual interactions, FGD with a women's group, and a transect walk were undertaken to understand and explore socio-cultural and ecological landscape elements, followed by short briefings at 5 pm daily. Transboundary issues were raised during thematic discussions. The day ended with a Magar community cultural show.

On 28 September 2016, the group that had visited India rejoined other groups at Madi, and a small de-briefing session was organized. A small team of VTR officials and villagers also joined the debriefing. A comprehensive picture of the transboundary landscape, its actors, institutions, conflicts and other issues as well as a map were drawn, and brought from the field. The landscape journey was linked to the ToT by key issues such as major institutions, socio-economic aspects, natural resource inventory and transboundary issues mentioned by key stakeholders.

Key Discussions Points from Landscape Journey

	Madi Valley, Chitwan, Nepal	Gorvardhana, India
Background	• Located in the heart of the Terai Arc Landscape (TAL)	• Falls under TAL harbouring diverse endemic and endangered species
Community participation	• Home stay facilities developed by the Magar community, one of the more poor and marginalized communities of Nepal • Direct employment to 60 members from Shivadwar Ayodhyapuri village	• Eco-development committees (EDCs) in collaboration with the Forest Department, and forest dependent village communities • In July 2016, the first community training on the Biodiversity Act in Bihar was conducted, focusing on women in VTR by the Wildlife Trust of India (WTI) in partnership with the management of VTR
Major Issues		
Institutions	Low capacity of community institution and less staff. Difference in community empowerment and benefit sharing.	Community participation in conservation was limited. Lack of buffer zone. Eco Development Committees (EDC) formed recently.
Socio-economic	Refuge area: households displaced by flood, crop raiding by wild boar. Government has provided land but no legal document.	Marginalized populations are heavily dependent on forest resources, mainly for fuelwood and fodder.
Natural resource	Water scarcity in summer, HWC, unemployment, forest-fire, health facilities unavailable.	The condition of the forest has improved, and there is more room for improvement. The Gandak basin below the dam extends all the way to Ganges and is a very good habitat for grassland, wetland and aquatic life. No settlements around the river.
Transboundary	Different management regimes, HWC, disease transmission, religious tourism causing environmental impact.	Frequent movement of wildlife. Crop depredation incidences very high. CNP and VTR have transboundary meetings.
Social Connect	People near the border have cross-border relationship through marriage, markets and culture	
Recommendations	• Joint wildlife monitoring/ research to reduce human-wildlife conflict which is the main issue for the community .	• Transboundary issues of HWC, illegal use of NRM and trade exists between Chitwan - Parsha NP and VTR landscapes which can be solved with regular coordination between authorities at the local, meso and macro levels. • Creating trans-churia eco-trail to promote eco-tourism products. • Transboundary meetings for joint research required. • Community to community engagement also required to improve and synchronize conservation efforts on both sides. Team of three villagers from Govardhana along with VTR official could be seen as the beginning of such an engagement.

After the plenary session and discussions on takeaways from the landscape journey, the entire team travelled to Sauraha, Chitwan to continue the workshop.

Highlights of Technical Sessions

Days 4–9: 29 September – 4 October 2016

After a general introduction, the workshop team organized games for the participants to get to know each other and learn everybody's names and backgrounds. Facilitating these actions, the workshop team created an open atmosphere and fostered a sense of cooperation between the participants. The technical session comprised of presentations and group work with action plans on different landscapes. Self-assessment and daily reflection sessions were included towards the end and start of each day in terms of readiness to engage with landscape capacity dimensions.

After the initial introduction, the structure of the theoretical part of the workshop was presented by trainers Cora Van Oosten and Seerp Wigboldus. The core capacities were built upon earlier works by a variety of scholars and practitioners: the capability approach by Amartya Sen, the Five Capabilities Framework of Baser and Morgan (2008), the core components of the sustainable livelihood approach by Bebbington (1999), and the Ten Principles of an Adaptive Landscape Approach (Sayer et al. 2013). Building upon these capabilities, the programme was divided into five modules representing the different dimensions and fields of action of landscape governance. The five modules are mentioned below:

Module 1: Understanding landscape dynamics
Module 2: Achieving Coherence – leadership, participation, engagement
Module 3: Making institutions and policies work
Module 4: Creating market value
Module 5: Managing resources

These modules were introduced into lectures and worked with in practice in smaller groups which each group representing one landscape (HKPL, KSL, KL and TAL). The groups remained the same throughout the workshop and worked together towards practical solutions for their respective landscape, discussing actors, stakeholders, conflicts, issues, possible solutions, and more.

Module 1 comprehended landscape governance, its capacities framework, its complexity and dynamic system. The curriculum was designed to implement in the field. During Sessions 1 and 2, landscape governance was discussed with its capacity framework for the participants to develop an integrative perspective of the framework. The concept of multi-functionality, multiple actors, and connectedness were presented for detailed understanding of landscape complexity.

The structure of the lectures was revised through discussion with participants. After a very difficult first session when opinions and further inputs for the structure of the training were expressed, the workshop team revised the structure of the course and made it more suitable for practitioners instead for trainers. Also, slight textual changes and specifications were made. This revision worked well, and also got good ownership and feedback from the participants when it was presented the following day.

Day 5: 30 September 2016, Chitwan, Nepal

The session started with an overview of daily reflection of the previous day's lesson. The presentation included major concepts and tools for a participatory approach to landscape governance. It was summarized for achieving an understanding of the importance of participation, stakeholder analysis and engagement.

Module 2: Connecting within the landscape – leadership, participation, engagement		Key messages
Session 1	Establishing a common concern	• Elaboration of the difficulties of landscape governance due to different perspectives of involved stakeholders. • Visualization of involved landscapes were drawn out through rich landscape mapping. • The major concerns were discussed with the participants.
Session 2	Multi-stakeholder networking	• Stakeholder analysis briefly presenting the importance of stakeholders, key stakeholders involved, and the 10 principles of landscape approach. • Group assignment on stakeholder analysis on each of the landscapes was implemented.
Session 3	Dealing with conflicts	• Growing concerns regarding conflicts over landscapes. • Position, interest, needs and desires or fears as main factors for conflict. • People, process and problem as three components of conflict. • Avoidance, compromise, accommodation, competition and collaboration as conflict management styles – make use of conflict for positive changes. • Understanding the conflict management roadmap.
Session 4	Leveraging power relations	• Elaboration on different levels, spaces and forms of power for empowerment of stakeholders
Session 5	Landscape leadership	• Identifying the strength of the Chitwan landscape. • Identifying boundaries.

Day 6: 1 October 2016

Module 3: Connecting to the landscape, and beyond: institutions and policies		Key messages
Session 1	Recognise and engage with landscape institutions	• Role of institutions to reduce uncertainty, provide structure and stability to society, regulate association, action or control, give meaning to landscape, regulate production • Landscape institutions embedded in the landscape to regulate relation between people and place • Meaning, control, association and production as four functions of institutions • Understanding through small exercise on major institutions and their functions
Session 2	Policy integration in the landscape	• Landscape governance consists of multiple policies and integration into practice • Communication with other sectors, change in organizational culture, empowering people, creating networks across sectors and scales for policy integration within landscapes. • Spatialisation of governance
Session 3	Borders	• Our biggest challenge is fragmentation of landscapes i.e. boundaries created by people for administrative purpose • Building transborder networks, making shared identities, addressing shared problems and opportunities, political opportunities for transborder collaboration • Learning from ICIMOD: building networks across actors, sectors, scales, jurisdictional boundaries by horizontal/vertical integration

Day 7: 2 October 2016

Module 4: Creating market value		Key messages
Session 1	Responsible landscape business	• Difference of ordinary business with landscape business • Importance and entrepreneurial way of landscape business • Business and landscape governance helps in better management of resource area creating finance landscape stakeholder dialogue and change from product chain to landscape approach • It also changes the role of investors from classical investors to impact investors
Session 2	Landscape business model	• Group work on business model canvas brainstorming key partners, key activities, value proposition, key resources, customer relationships, channels, customer segments, cost structure and revenue streams within different landscapes. • Helps to perceive landscape opportunities in business with right clients and partners.
Session 3	Creating an enabling business environment through public-private partnerships (PPP)	• Partnerships collaboration continuum consists of philanthropic partnerships, transactional partnerships, integrative partnerships and tranformative partnerships • Initiation, building or formulation, implementation and reviewing effectiveness to develop ownership among stakeholders as life phases of PPP • Critical success factors of PPP are clear vision of objectives, clarity of role and responsibilities, clear understanding of mutual benefits, open and transparent communication and good leadership • Partnership's architecture a pyramid of stakeholders, resources, institutions and story or goal.

Day 8: 3 October 2016

Module 5: Landscape narratives into the future – theories of change		Key messages
Session 1	Landscape narratives into the future	• Understanding strategic positioning and managing landscape resources • Importance of aiming for optimal preparation rather than maximum preparation • Internal process dynamics such as individual capacities, institutional capacities, group dynamics, roles or relationships of stakeholders and external environmental dynamics such as global development, governance, conflicts, natural disasters affect landscape project performance • Be proactive. Make your theory of change explicit and anticipate change. • Planning as an exercise of merely setting objectives and linking those towards a goal does not suffice.
Session 2	Landscape management planning	• Key principles and practices were discussed • Good situation analysis critical for planning • Key questions on proactive and reactive attitude towards future discussed • Understanding strategic thinking and factors impeding it • Assessment planning tool: force field in landscape, SWOT assessment, exploring scenarios
Session 3	Participatory monitoring and evaluation of the landscape	• Pivotal role of good monitoring and evaluation (M&E) analyzing current situation characteristics to make a difference for aspired future • Connected view of theory of change, planning and M&E • Thinking systematically about building up M&E capacity as success factors in M&E • Important functionality of M&E is to respond to strategic questions, check predefined indicators • Accountability, investing in good communication as plan for communicating M&E findings • Integrated landscape governance: people, dignity, prosperity, justice, partnership, planet

Technical Session – Group Work

At the end of each session, participants were divided into four groups based on four landscapes. The groups remained the same throughout the workshop:

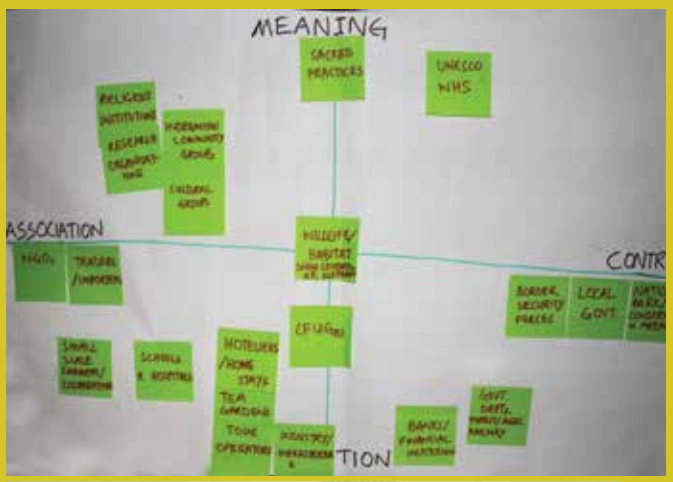
1. Kailash Sacred Landscape (KSL)
2. Kanchenjunga Landscape (KL)
3. Hindu Kush Karakoram Pamir Landscape (HKPL)
4. Terai Arc Landscape (TAL)

Guidelines for group work were provided by the facilitator. The participants were engaged in group work related to the lectures at the end of each day. The activities they were involved in are mentioned below:

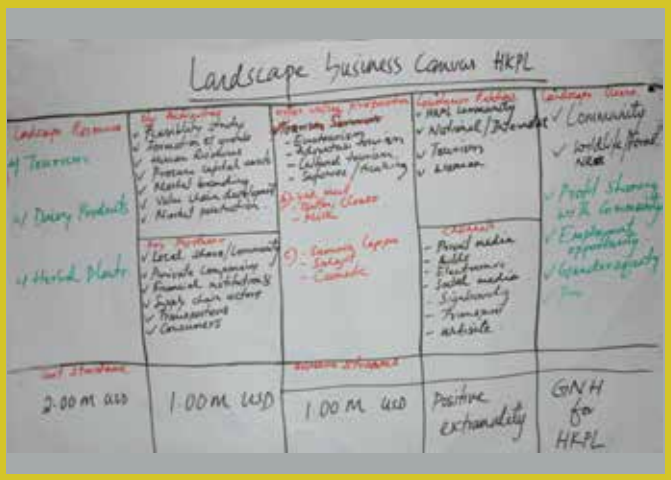
1. **Rich landscape mapping:** The different groups depicted their landscapes in pictures identifying natural resources, wildlife, communities, trade routes, major issues, conservation areas and so on.

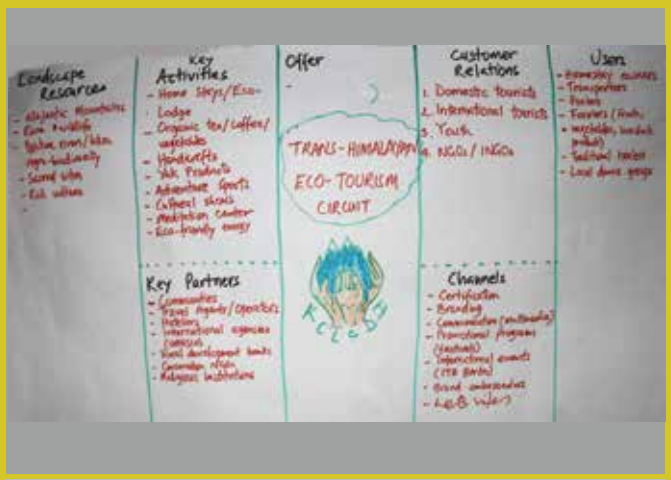
2. **Stakeholder analysis, their interest and powers:** Current stakeholders of each landscape were identified with their roles and powers in the given landscape.

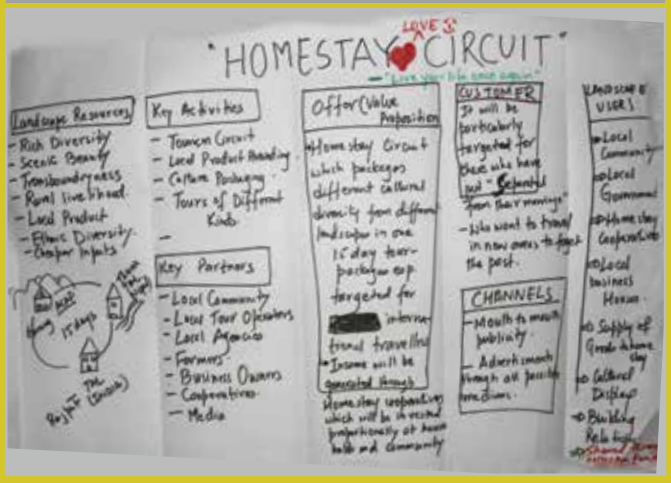
3. **Major Institutions:** Institutions working on different landscapes were portrayed along with their functions..



4. **Business model canvas:** Each group categorized key activities, key partners, landscape resources and issues, customer relations, users, offers and cost structures to create a business plan in their landscapes.

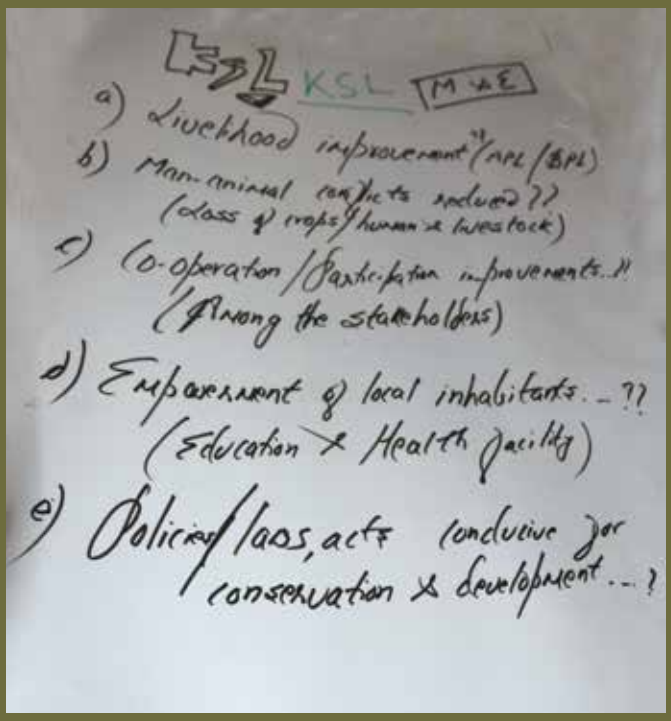






5. **Theory of change:** Forces which favour change and which work against those changes were identified and categorized.

6. **Monitoring and evaluation:** The groups brainstormed on monitoring and evaluation plans appropriate for each landscape.



Plenary and Conclusions

During the concluding session, representatives from each country discussed key activities to formulate action plan for the landscapes. Each participant had to work on an individual action and governance plan for the actual landscape they are working in. Based on the training lectures, each group incorporated the lessons from each module to formulate two to five concrete action items for the plan for a given time frame. The groups reviewed transboundary issues, conflicts, and business plan for each landscape. A few plans were presented in front of the entire group and turned out to be innovative. These were built upon the contents of the course. All action plans prepared by the participants were collected by the workshop team. Furthermore, at the end of the session, a quiz was facilitated by Srijana Joshi and Pratikshya Kandel in which each group had to write the correct answer, to be evaluated later. The questions were mainly focused on better understanding of landscape governance.

During the closing session, Cora van Oosten and Seerp Wigboldus thanked participants for their active participation and mentioned that the training achieved its set objective of finalizing curriculum. Representatives from each country expressed their gratitude on behalf of all the participants for organizing the training and provided their overall impressions regarding the outcome of the training. On behalf of ICIMOD, Tashi Dorji thanked the participants for making the training a success through their active participation and dedicated effort.

The following table consists of landscape action plans from all participants for their respective landscapes:

Name, Function, Country	Landscape action plan			
	Actions to be applied in own landscape	Start of implementation		
		Immediately after return from Nepal	Within 6 months after return from Nepal	As soon as the need arises
Manik Lal Banik, Joint Secretary, Bangladesh	State this course to Ministry of Chittagong hill tracts	√		
	Discuss importance of landscape to other colleagues	√		
	Describe to chief executive officer of three hill districts (Rungamati, Khagrachari, Bandarban) good for landscape plan	√		
	Make assessment of landscape of three hill districts		√	
	Execute training workshop with stakeholders		√	
	Identify Legal instrument policies	√		
	Cooperation on landscape business execution		√	
	Resource mobilisation		√	
	Manage HWC			√
	Decide engaging multi-stakeholders in landscape			√
	Cooperate ICIMOD for related activities for sustainability of landscapes			√
Tenzin Choigey, Research officer, Bhutan	Presentation of ToT outcome to DOFPS & UWICE	√		
	Conduct awareness training or landscape governance to multi stakeholders like planning officer, administration, GNHC, CFOs, Rangers, local leaders Objectives: • Facilitate this upcoming 12 Forest Year Plan (FYP) • Repair & customize for the forest module		√	
	Institution collaboration- India, WII, GB Pant, TRAMCA, KCL		√	
	Mobilise fund/ resources- ICIMOD, WWF, BTFEE, BF, RSPN			√
	Include in the curriculum for forestry module with consultation with relevant agencies like DOFPs, RCSE			July 2017
	Field trips to KCL			√

Sangay Penjor, Development Planning, Bhutan	Explain division head regarding ToT of landscape governance and 5C module useful for the office	√		
	ToT provided to Planning Officer for the 12 FYP preparation		√	√
	Help mobilise resource from ICIMOD for conducting training		√	
	Discussion with UWICE with regard to inclusion of LG as modules from training and workshop			√
	Participants of ToT to develop content as relevant to the training			√
	Contribute as resource person to trainings and workshop			√
GCS Negi, Research on environmental and developmental Issues of the Indian Himalayan Region (IHR), India	Brief colleagues about learnings from ToT	√		
	Use knowledge gained at ToT on various R&D projects or delivering lectures to various stakeholders	√		
	Apply learnings to write projects for fund generation/ consultancy assignments			√
	Hold 2 days ToT for project staff of KSL (subject to approval by Institute)		√	√
	Work upon and modify the module of Chitwan ToT as per the situation of KSL and conduct a week long field based workshop (in consultation with ICIMOD)			√
	Stakeholder's analysis involved in Yarshagumba harvests and trade to come up with a draft policy (in collaboration with ICIMOD)		√	
Niraj Kakati, Technical officer, UNESCO C2C-WII, India	Describe course to director. Explain the contents of training and viability of its application in the institute	√		
	Establish communication and collaboration between institute and course resource institutions	√		
	Initiate contact with counterparts in Bhutan and India for transboundary Manas Landscape (forest department, UWICE, WWF) for developing transboundary landscape action plan		√	
	Plan for a multi-stakeholder networking exercise on site (Manas) and apply lessons from modules			√
	Engage with landscape institutions and mobilise external support for 'World Heritage'			√
Yaqub Ali Khan, DFO/ WLMO Parks and Wildlife department G.B, Pakistan	Replicate the knowledge of ToT to other parts of our landscape where it needs more concentration and attention for improvement	√		
	Improvement in management for landscape improvement or biodiversity conservation where needed	√		
	Further discriminate and impart training to sub-ordinate staff	√		
	Organize training for manpower in the department		√	
	Develop landscape on dry and vegetation less mountains			√
Kamal Uddin, CEO, Heading the organization, Pakistan	Describe the course to staffs	√		
	Conduct SWOT & PEST analysis of HKPL		√	
	Conduct multi-stakeholder meet up about HKPL		√	
	Identify key stakeholder for landscape training (community leaders, government, NGOs)		√	
	Conduct regional ToT about HKPL with support from ICIMOD & CDI			March-April 2017
Luo Peng, Researcher, China	Describe course to team leader of KSL project in Chengdu Institute of Biology to understand the training contents	√		
	Organize training workshop on LG plan for panda sanctuary with help from ICIMOD		√	
	Apply principles and modules to develop a study plan to assess exciting LG of panda habitat		√	

Shashank Poudel, Conservation officer (NTNC), Nepal	In order to determine common factors in coherence, review planning documents and then produce a common sheet which has a detail list of activities for stakeholders	√		
	Using multiple layers available at Department of Survey to produce map which displays hard institution (health centres, schools, and government service) located at landscape on info graphical sheet.		√	
	Distribution at BZ user community to visualize institution		√	
	Profiling HWC victims. Identify common characters and use it as model to impart behavior change. Share survival story to motivate victims	√		
	Build networks to initiate resource valuation studies of important natural resources of the landscape			√
Saneer Lamichhane, Nepal	Describe the landscape and the content of the training workshop to our staffs and stakeholders as possible	√		
	Identify the potential threat and the alternate ways for HWC management		√	
	Identify the cooperatives in local level and coordinate to collect the production on local level			√
	To consult with all potential stakeholder and agree upon common pathway by developing a landscape level strategy for sustainable use of resources			√
Chandra Kanta Subedi, Teaching assistant, Nepal	Describe the content of the course to colleagues	√		
	Discuss how and where it can be implemented in the programme under the institution		√	
	Discuss with the group for landscape branding (also products) in coordination with ICIMOD			√
Abhinaya Pathak, Assistant Conservation officer, Nepal	Transboundary coordination meeting (CNP,PWR, VTR)	√		
	Joint patrolling and resource analysis of the park by direct field visit	√		
	Sharing official information regarding all stakeholders		√	
	Key tourism sites integrating available as well as new sites for tourism development at mentioned landscape		√	
	Tourism routes (jeep safari, jungle safari, jungle walk, bird watching and elephant safari) combined effort by all parks			√
	Tourism product enhancement acknowledging local home made products			√
	Resource management intervention at park area (PWR, CNP), first priority followed with VTR For grassland management, watershed management and forest management.		√	
	Technology for conservation research and monitoring (joint camera trapping, combined animal survey, biodiversity profile and documentation, traditional knowledge documentation and management with field)		√	
Sujan Maharjan, Assistant forest officer, Nepal	Discuss training contents with seniors and colleagues	√		
	Assess the programs to implement in landscape level through district forest officer. Get action plans of programs to insight knowledge about those programs	√		
	Involve M&E actively of the programs to assess and know the status of other stakeholders			√
	Next year, when new landscape level program get discussed, suggest the planning body about landscape level planning principles and also help implementing body by sharing this knowledge.			√

Summary

Summing up, despite coming upon a different target group than planned for and expected, the workshop team successfully adjusted and implemented the previously designed programme. After getting energized by the workshop, most participants seemed motivated to apply the gained knowledge in their countries/landscapes. The workshop in its entirety worked well as a training, but was not at all as a training of trainers due, in large part, to the participants who attended.

Some gaps and challenges were seen during both the field trips and the training workshop. The fieldwork was beneficial for the participants in understanding landscape issues and challenges. However, the processing of data during fieldwork sessions were carried out only by the workshop organizing team, and there was no active involvement of the participants in landscape mapping and community discussion. Furthermore, processing all the data on many different flipcharts seemed to overburden the participants, not all of whom had the capacity to read all the charts. This might have been due to the very short time spent in the field, especially for the group that travelled to India, and the considerable amount of data gathered and discussed. Lastly, language barrier definitely played a role for some participants who were not able to follow some of the discussions.

Most participants had clearly gained a broader understanding of the different dimensions and levels of landscape governance by the end of the training. Both the participants and the workshop team were satisfied with the outcome and the knowledge gained by the participants at the end of the workshop, and gave overall good mutual feedback in the last session.

Recommendations[1]

Based on the feedback received from the participants and trainers regarding the ToT workshop, various recommendations can be given:

- In general, a follow-up workshop is highly recommended to consolidate the knowledge gained in Chitwan, and to ensure its active use in practice. It should not contain too much theory.
- Such a workshop should have a more practical focus. It should take place in an actual transboundary project area (either ICIMOD's or one of the involved partners'), where an already working and inclusive landscape governance approach corresponding to the programme is already in place and can be incorporated.
- The participants should be motivated beforehand to actively participate and, furthermore, should present practical results from the Chitwan workshop to ensure actual progress and engagement. One possibility to achieve this could be to ask participants in advance to shortly summarize their implementation efforts and outcomes with the prospect of holding the workshop in their own landscape area.
- The right background, position and language capacities should be ensured when inviting and selecting participants to guarantee both a smooth course for the workshop as well as the desired outcome.
- Gender balance has to be taken into account and ensured when inviting participants, so that at least some women are present instead of none.
- If fieldwork is a part of the course of the workshop, it should not be planned in the beginning but rather in the middle of the programme. It should be more visibly incorporated into the workshop structure and contents. Field data collected should be used more actively during the exercise.
- Workshops should either be shorter than 10 days or include at least a day off for participants to regenerate and thus ensure a more productive working environment.
- ToT was a good step towards the development of the curriculum, however, more work has to be done on refining the modules and developing the sessions. The need for a ToT manual can hardly be overemphasized.
- A draft curriculum from the ToT should be developed as a draft manual which can be used in pilot training in one of the landscapes, based on which the manual can be finalized.
- Upscale transboundary learning through HKPL and HI-LIFE at ICIMOD.
- Development of curriculum into a course for institutions at the landscape level.
- ICIMOD should be very proactive in taking this forward by implementing it in its four active transboundary landscape initiatives.
- Institutionalize landscape governance in two countries through implementing partners.
- Ugyen Wangchuck Academy, Bhutan, can be one of the potential institutions to take this course forward. Ugyen Wangchuck Academy is developing a two-year diploma course on July 2017. ICIMOD could collaborate with them to include Landscape Governance ToT in their course.
- Prepare a four-page policy oriented brochure/policy message with boxes about experiences from different landscapes.
- Entire governance for Gross National Happiness (GNH) and wellness to be integrated next year.

[1]: based on feedback from the participants, and the meeting held on October 6 with the ICIMOD directorate

Annexes

Annex 1: **Landscape Government Curriculum**

The five capacities, their key dimensions, and related variables

Module 1: **Towards institutionalized landscape thinking**

Collective capabilities of landscape actors	Key dimensions (how to assess)	Related variables
1. Thinking and acting from a landscape perspective Capability-level 'score' is the weighted average of dimension-level 'scores'	**1.1 Landscape awareness:** the ability to 'think landscape'	Awareness of landscape actors: 1.1.1 Policy makers 1.1.2 Managers 1.1.3 Communities 1.1.4 Private Sectors 1.1.5 INGOs 1.1.6 NGOs 1.1.7 Donors (UNESCO, WWF)
	1.2 Landscape assessment: the ability to understand landscape assets and conditions	Ability to assess dimensions and dynamics related to: 1.2.1 Biophysical 1.2.2 Socio-cultural 1.2.3 Economics/Livelihoods 1.2.4 Climate impacts/ disasters resilience
	1.3 Landscape information and communication: the ability to access and exchange landscape-related information	Information availability and communication in terms of: 1.3.1 Research information (publications, documentations) 1.3.2 Best practices (exchanges, disseminations, Implementations) 1.3.3 Community engagements (cross visits, decision-making, participatory approaches), transparent spatial decision making
	1.4 Recognizing landscape opportunities and threats: the ability to take position in view of landscape interests	Identified and documented opportunities and threats in terms of: 1.4.1 Conservation, Environmental benefits (WHS, Protected Areas, Ramsar sites) 1.4.2 Economic opportunities (Ecotourism, Niche products, Value chains, Organic produce) 1.4.3 Knowledge Generation (Research, Science) 1.4.4 Environmental threats (climate change, flood, disasters, forest fire, species loss, habitat fragmentations) 1.4.5 Socio-cultural, traditional erosion
	1.5 Anticipating landscape futures/responsiveness: the ability to envision the future of the landscape in view of different scenarios, involving the anticipation of relevant conditions and dynamics beyond the landscape	Documented and discussed/debated: 1.5.1 A sense of what matters in and what are drivers influencing the future of the landscape 1.5.2 Anticipated (potential) future of the landscape 1.5.3 Landscape visions 1.5.4 A sense of alternative options for landscape governance

Module 2: **Towards inclusiveness and togetherness in the landscape – being in it together**

Collective capabilities of landscape actors	Key dimensions (how to assess)	Related variables
2. Achieving coherence in landscape diversity	**2.1 Landscape leadership:** the ability to create/nurture a sense of place and a sense of belonging amongst landscape inhabitants, on the basis of which actors develop a sense of responsibility to collectively shape their place which allows them to participate in the rest of the process	Ability and legitimacy to provide landscape leadership in terms of: 2.1.1 Identification of landscape actors willing and able to make a change 2.1.2 Support these actors, and support them to identify their roles and responsibilities in landscape governance 2.1.3 Create the conditions for landscape stakeholders to be able to collectively shape their place
	2.2 Facilitating multi-stakeholder networking: the ability to facilitate that landscape actors become landscape partners.	In terms of: 2.2.1 Readiness of landscape actors to team up 2.2.2 Extent of intersectoral partnership (policy makers, line agencies, NGOs, investors, private sectors) 2.2.3 Extent of (if applicable) trans-national (neighbouring countries) partnership 2.2.4 Existence of actor(s) to facilitate landscape-related multi-stakeholder processes
	2.3 Establishing common concern/ pathways: the ability to find common ground as landscape partners	In terms of: 2.3.1 Level of difference/conflict between landscape visions of landscape actors 2.3.2 Existence of common concerns for the landscape 2.3.4 Reconciling and aligning interests and appreciations and to lead towards shared landscape ambitions 2.3.4 Readiness of landscape actors to develop shared strategies for the landscape
	2.4 Leveraging power relationships: the ability to mitigate power differentials in the landscape	In terms of: 2.4.1 Existence of significant power differentials 2.4.2 Extent to which this is felt as a significant issue by landscape actors 2.4.3 Existence of actor(s) who can address power relationships appropriately
	2.5 Conflict management: the ability to manage conflicts towards a sufficient level of conflict resolution so as not to obstruct acting as landscape partners	In terms of: 2.5.1 Existence of significant conflicts between landscape actors 2.5.2 Likelihood of emerging conflicts e.g. while starting to work together 2.5.3 Existence of actor(s) who can manage conflict situations appropriately

Module 3: **Towards connectedness and alliances beyond the landscape**

Collective capabilities of landscape actors	Key dimensions (how to assess)	Variable-level assessment
3. Making institutions work for the landscape	**3.1 Recognising and capitalising on landscape institutions:** the ability to recognise the value of social and cultural capital in the landscape and being able to harness its potential	In terms of: 3.1.1 Knowing the existing institutions, and understanding their roles and functions within the landscape (in terms of meaning, association, production, and control) 3.1.2 Extent to which existing landscape institutions are documented 3.2.3 Extent to which there are indications that existing landscape institutions are taken seriously in e.g. planning, involvement
	3.2 Securing access rights to resources and benefits: the ability to address issues regarding land use and land rights, and competing claims on resources and benefits	In terms of: 3.2.1 Extent to which there are significant issues regarding land titles and access to landscape resources 3.2.2 Extent to which there are conflicting claims on landscape resources and benefits 3.2.3 Existence of actor(s) who can and who does address these issues 3.2.4 Extent to which there is an open attitude of landscape actors to try to work these issues out together 3.2.5 Extent to which rights of diversity of landscape actors, in term of gender, ethnic diversity, are addressed.
	3.3 Engaging with external institutions for the benefit of the landscape: the ability to network with relevant institutions beyond the landscape to leverage benefits for the landscape	To what extent are landscape actors able to engage effectively with institutions related to: 3.3.1 Certification/accreditation 3.3.2 Trade 3.3.3 Knowledge/research 3.3.4 Donor support group 3.3.5 Legislation 3.3.6 To what extent are landscape actors able to act as 'institutional entrepreneurs' 3.3.7 …
	3.4 Policy coordination/integration within in the landscape: the ability to bring alignment within a diversity of policies so that they support common landscape objectives	To what extent are landscape actors able to engage with policy makers towards coordination/integration in relation to: 3.4.1 Sectoral policies 3.4.2 Administrative policies 3.4.3 Investment policies 3.4.4 Resource management policies 3.4.5 …
	3.5 Mobilizing external support (information, finance, political, etc.): the ability to mobilize external support for achieving agreed landscape objectives	To what extent are landscape actors able to mobilize external support in terms of: 3.5.1 Information (incl. research findings) 3.5.2 Political support 3.5.3 Finance 3.5.4 Moral/social support

Module 4: **Towards responsible landscape enterprise**

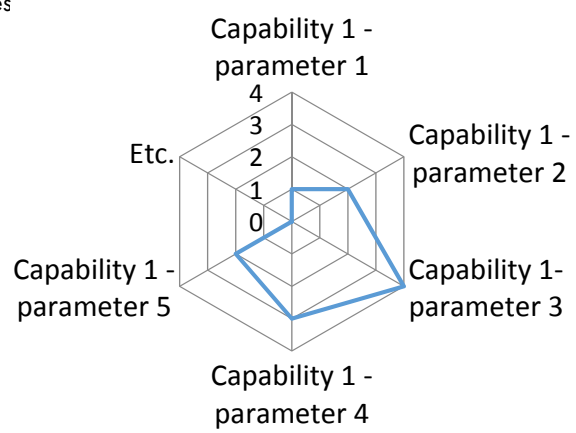
Collective capabilities of landscape actors	Key dimensions (how to assess)	Related variables
4. Creating landscape market value	**4.1 Livelihood benefits from the landscape:** the ability to create a basis for achieving livelihoods benefits within the landscape	The extent to which: 4.1.1 The landscape provides good opportunities for supporting livelihoods (incl. employment) 4.1.2 The landscape is considered to be a sustainable basis for (future) livelihoods 4.1.3 Some groups are excluded from benefitting from the landscape resource base
	4.2 Landscape-conscious entrepreneurship: the ability to orientate entrepreneurship towards achieving landscape benefits	The extent to which: 4.2.1 Entrepreneurship is alive and active in the landscape 4.2.2 Entrepreneurship and landscape benefits go hand in hand
	4.3 Landscape-oriented business models and finance: the ability to orientate business models and finance to the landscape's unique identity, and make use of its multifunctionality i.e. multiple products and services, leading to multiple revenue streams and develop the appropriate mechanisms to generate landscape finance	The extent to which business models and finance are connected to the landscape's unique identity in relation to: 4.3.1 Landscape products: Commercial agriculture/agroforestry 4.3.2 Landscape services such as ecotourism 4.3.3 Value chains
	4.4 Enabling economic/market environment: the ability to create an enabling environment for viable landscape-based economic and market opportunities	The ability to connect and support landscape goods and services towards integrated value creation through: 4.4.1 Appropriate policies 4.4.2 Appropriate market arrangements 4.4.3 Appropriate support structures (incl. infrastructure)
	4.5 Landscape-based certification/ quality control: the ability to capitalise on the landscape's unique identity in business and trade	The extent to which the landscape's unique identify is capitalized on in: 4.5.1 Local business profiling 4.5.2 xternal marketing 4.5.3 Area-based certification

Module 5: **Towards resilience-oriented landscape management**

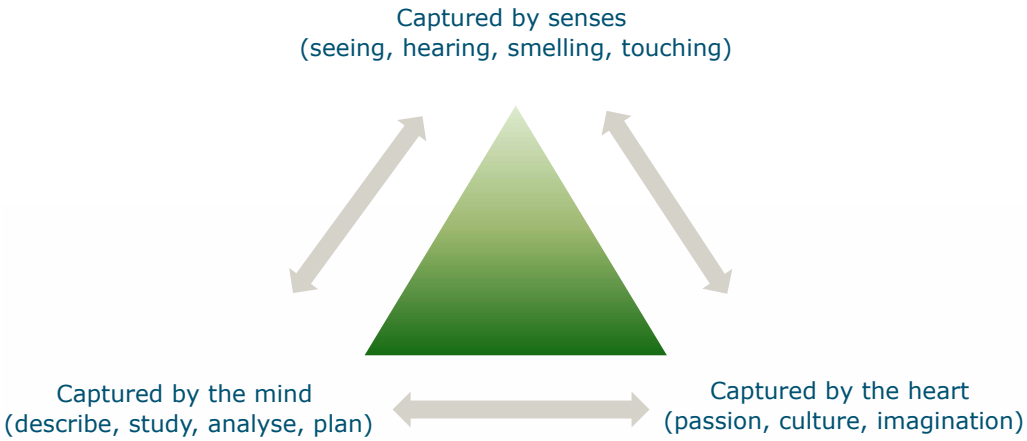
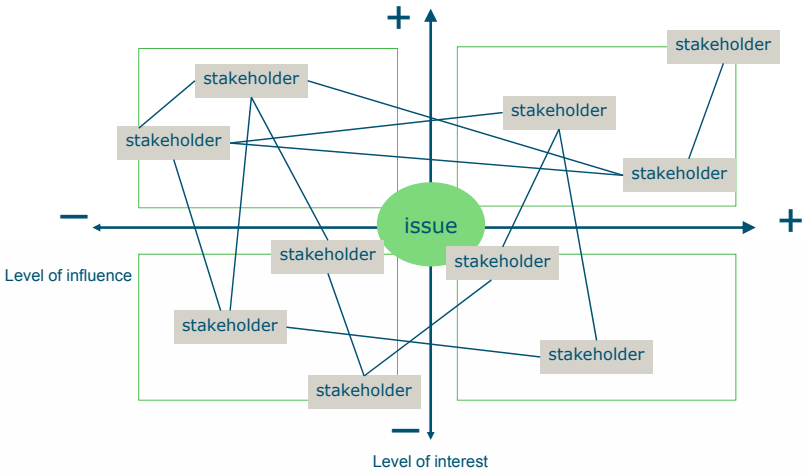
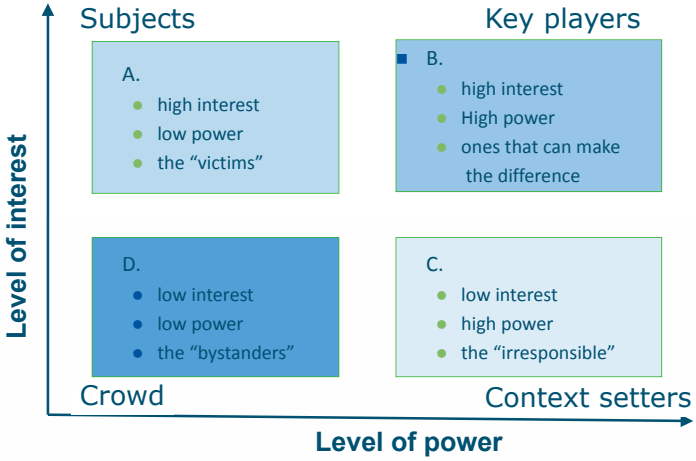
Collective capabilities of landscape actors	Key dimensions (how to assess)	Related variables
5. Managing landscape resources	**5.1 Landscape resource management processes and structures:** the ability to have in place appropriate processes and structures for the integrated management of landscape resources (assets)	The extent to which: 5.1.1 Landscape resources are managed carefully 5.1.2 Appropriate processes and structures for landscape resource management are in place and functioning well 5.1.3 Landscape resources are managed from an integrated perspective 5.1.4 Certain landscape resources are managed at the expense of other landscape resources
	5.2 Management decision-support base/tools: the ability to appropriately inform landscape resource management decision-making from an integrated perspective	The extent to which: 5.2.1 There is an effective information management system to inform management decision-making 5.2.2 Assessments, analyses, surveys and other methods are used to provide reliable information to base decision making on
	5.3 Integrated spatial planning and decision making: the ability to connect and fine-tune the diversity of spatial planning components from an integrated perspective	The extent to which: 5.3.1 Various options for spatial planning are considered from an integrated perspective 5.3.2 Identification of different landscape scenarios 5.3.3 Spatial decision making is done on the basis of an integrated perspective
	5.4 Participatory monitoring and evaluation of landscape resource management: the ability to define appropriate information needs in relation to evolving landscape resource management, to address those needs through monitoring and evaluation, and to engage landscape actors appropriately in doing so	The extent of: 5.4.1 Clear information needs for assessing 'how the landscape is faring' and for assessing the functionality of various processes and structures that contribute to this 5.4.2 Agreed information needs and agreed need for monitoring and evaluation processes among landscape actors 5.4.3 Appropriate involvement of landscape actors in M&E
	5.5 Learning and adaptive management: the ability to continue learning about landscape governance and to translate this towards adaptation of plans and management	The extent of: 5.5.1 Platforms, events, festivals, and any other way of interacting as landscape actors and learning about what is going on in the landscape 5.5.2 Facilitated interactive learning processes and events 5.5.3 Effective use of M&E information to inform (towards adaptive) decision-making

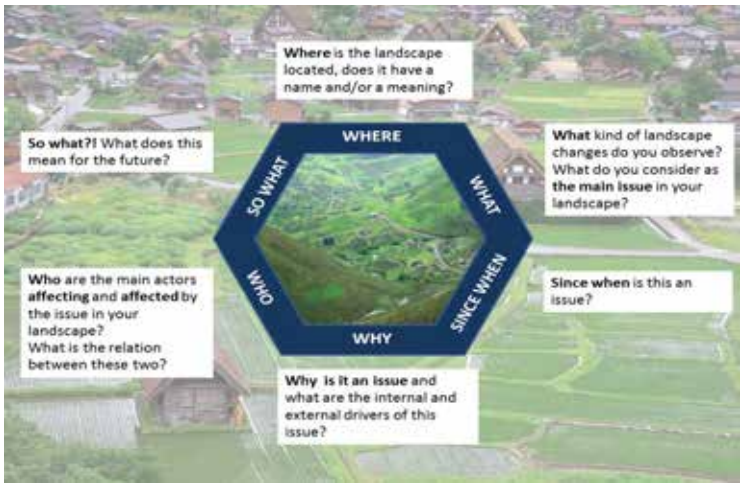
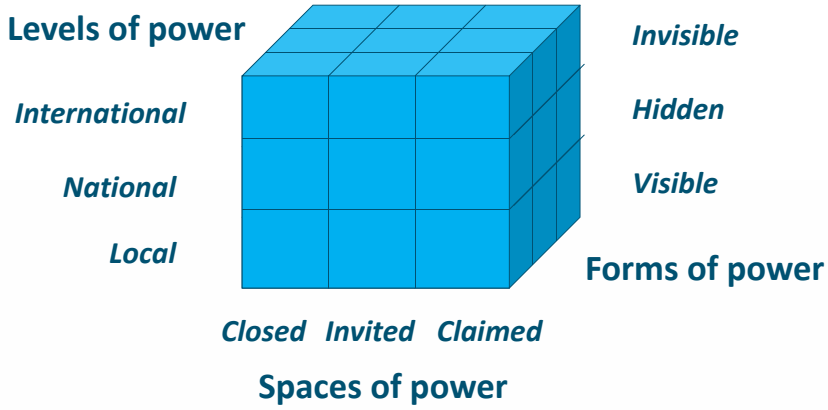
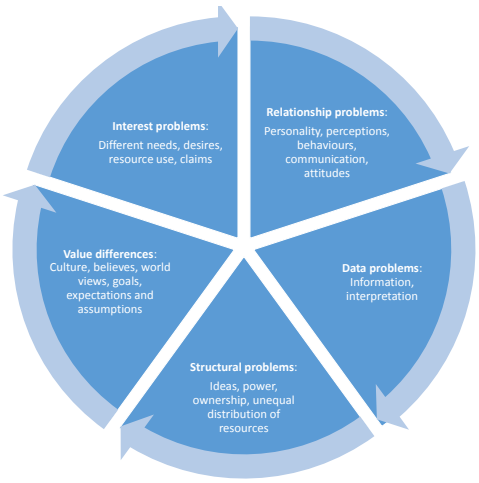
Annex 2: **Explanation of Modules (1-5)**

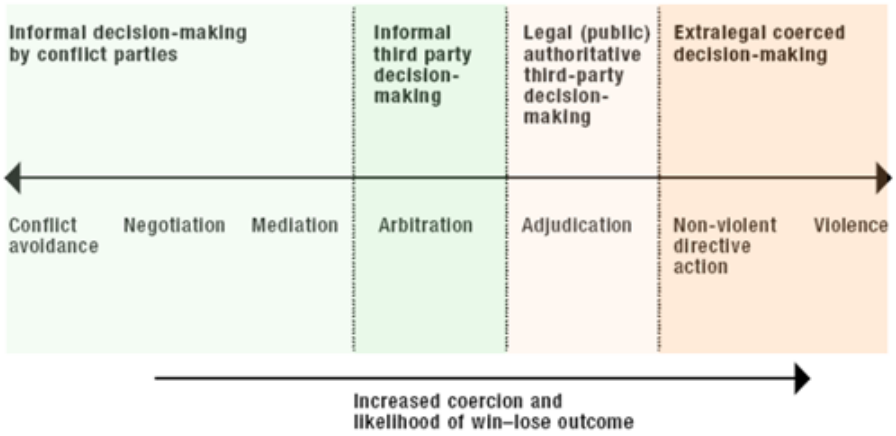
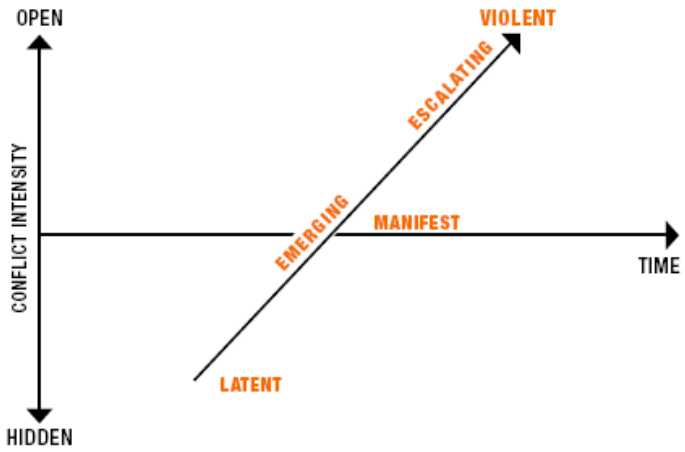
Module 1: **Towards institutionalized landscape thinking**

Key Dimension	Description
Landscapes as multifunctional and interconnected spaces	Holistic view of landscape and its use
Landscape innovation	Landscape actors interactively shape landscape future
Landscape assessment	• Unpacking key determinants of each capability. • Identifying potential in relation to each capability • Developing an integrated perspective on landscape governance capacity enhancement
Landscape governance capacity framework	• Overview to help identify how to assess and enhance Landscape Governance Capacity • Support in developing theories of change in relation to landscape governance = landscape narratives into the future • Providing a basis for assessments, possibly also a Rapid Assessment of Landscape Innovation Systems (RALIS) and landscape innovation capacity
Landscape governance capacity	The ability of landscape actors to interactively govern a landscape in view of shared landscape objectives 
Assessment per capability	• Quick assessment score in terms of the perceived current strength/quality of the range of parameters • Low score means "limiting capability", high score means "enabling capability"

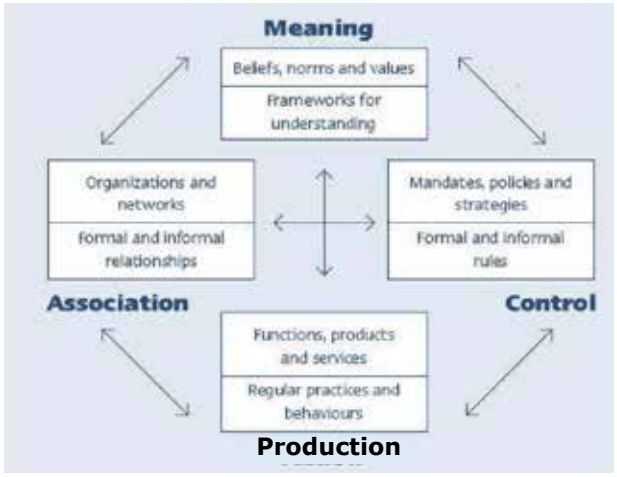
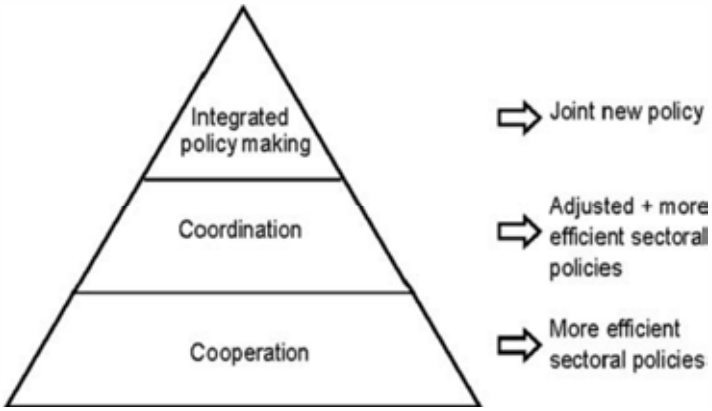
Module 2: **Towards inclusiveness and togetherness in the landscape**

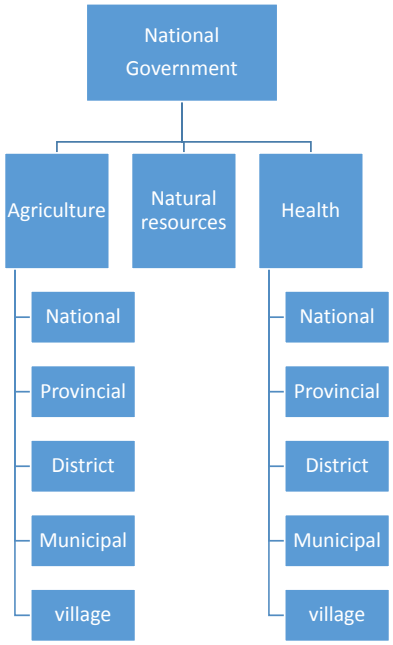
Landscape Leadership	Experiencing landscape: Interaction in the landscape 
Stakeholders and Their Relation	Stakeholders and their relationship among themselves 
Stakeholder Analysis	Using tools like Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA) Identifying stakeholders, their interest and power and their relation 
Landscape Approach	Rich Landscape mapping- Understand the complexity of the landscape, by visualising its multi-functionality, its connectedness, its internal relations, etc.

Major Issues/ Common Concerns	Common concerns for the landscape 
Empowerment of Stakeholders	Levels of power, spaces of power, forms of power 
Conflict Analysis	Different factors causing conflict in the landscape 

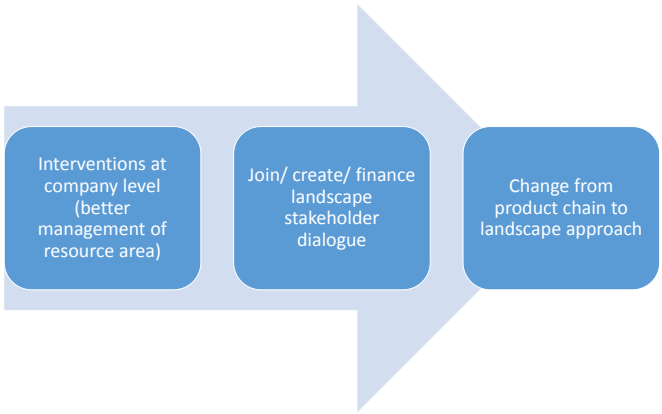
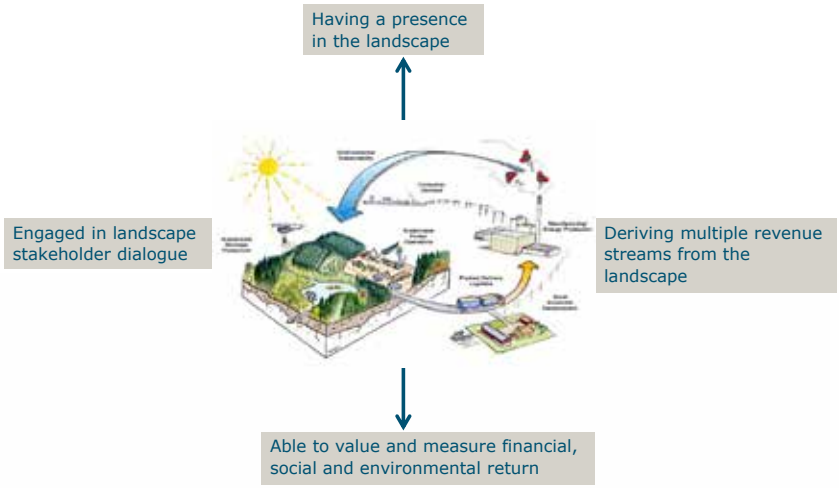
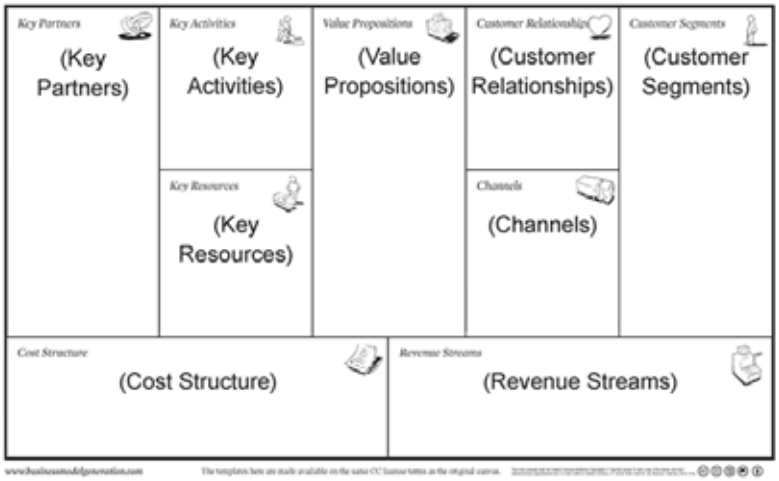
Conflict Response Continuum	Conflict response chart helps to determine the degree of conflict and solution 
Stages of Conflict	

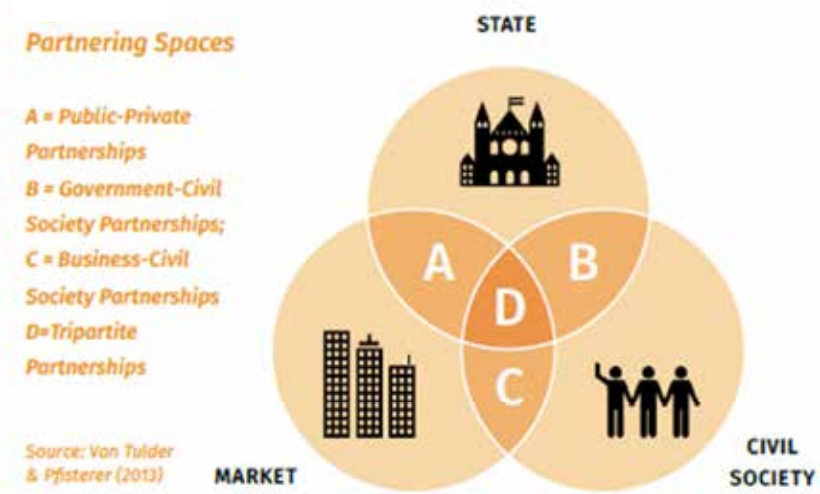
Module 3: **Towards connectedness and alliances beyond the landscape: institutions and policies**

Landscape Institutions	Regulate relation between people and place
Role of Institutions	Reduce uncertainty- provide structure and stability to society Regulate association, action and control
Four Functions of Institutions	Inter-relationship among the functions of institutions 
Multiple Policies	Different policies in landscape governance
Policy Integration within Landscapes	

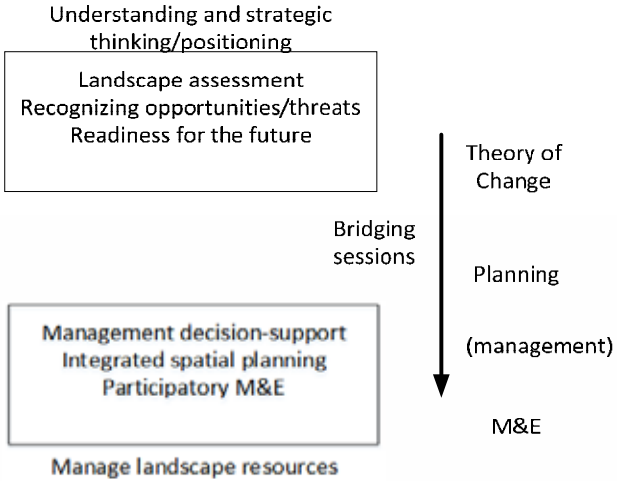
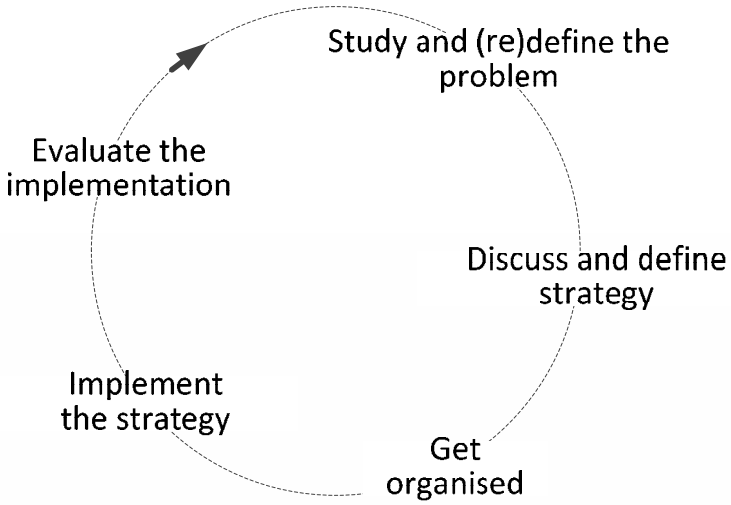
Making policies work for landscape	Innovative thinking, communication, networks
Spatialization of Governance	Bottom up approach 
External Institutions and Benefits	Transborder collaboration-economic, political etc. Learning from ICIMOD: Building networks across actors, sectors, scales, jurisdictional boundaries Horizontal/ vertical integration

Module 4: **Towards responsible landscapes enterprise**

Business and Landscape Governance	Landscape governance tied with business for productive landscape 
Landscape Conscious Entrepreneurship	Investors value financial, social and environmental return 
Business Model Canvas	Identify key resources and stakeholders to create business plan 

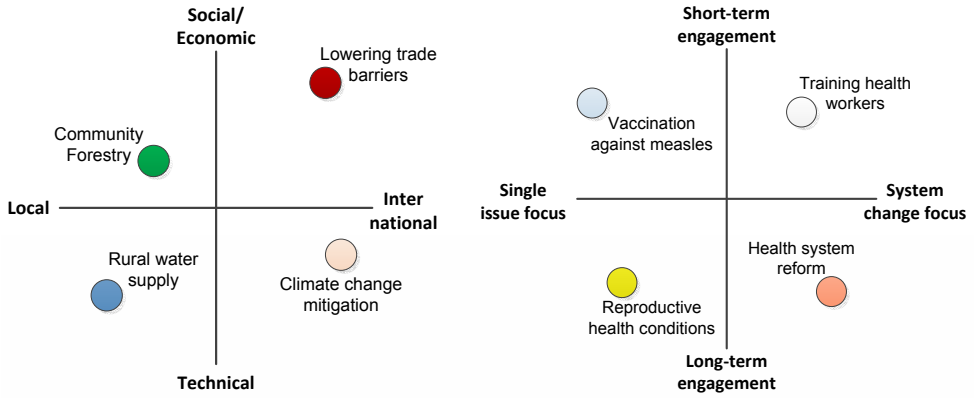
Enabling Market Environment	Public-private partnerships: Alliance, collaboration, cooperation 
Life Phase of PPP	Initiation, building, moving on, implementation

Module 5: **Towards resilience-oriented landscape management**

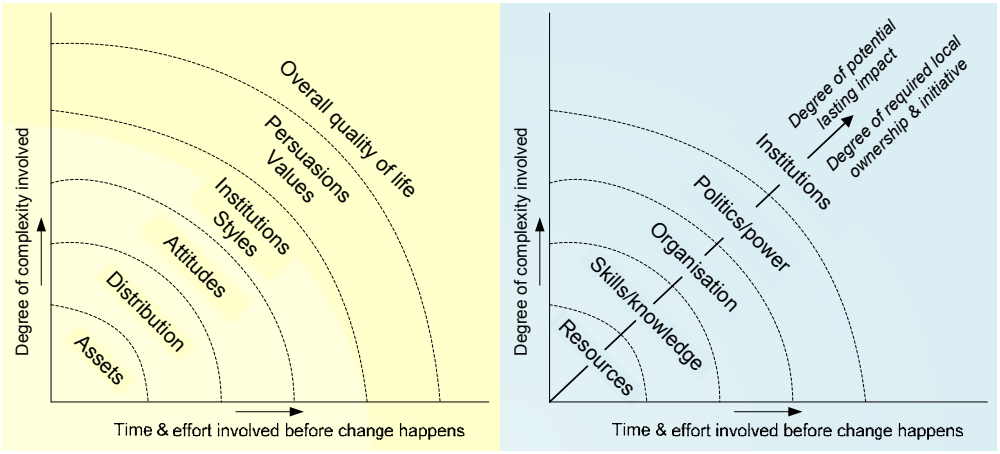
Landscape Management Structure	Process for management of landscape 
Theory of Change (TOC)	Types of Change: Individual (personal transformation), Relationships (transforming relations), Culture (transforming collective patterns of thinking and acting), Systems (transforming structures, processes and mechanisms)
TOC Development	1. Formulate the 'dream' or 'vision of success' or aspired future 2. Develop possible pathways of outcome towards that 3. Articulate relevant assumptions about how change is expected to happen 4. Make explicit the role of stakeholders and factors in our context and what will make you ready to deal with these 5. Test the logic and relevance of the theory and consult (more) stakeholders (reality/feasibility check) 
Management Decisions Tools	Assessment planning tool: Force field in landscape, SWOT assessment in actions, Exploring scenarios

Scenario Thinking in Planning

Weighing options in planning



Weighing Options



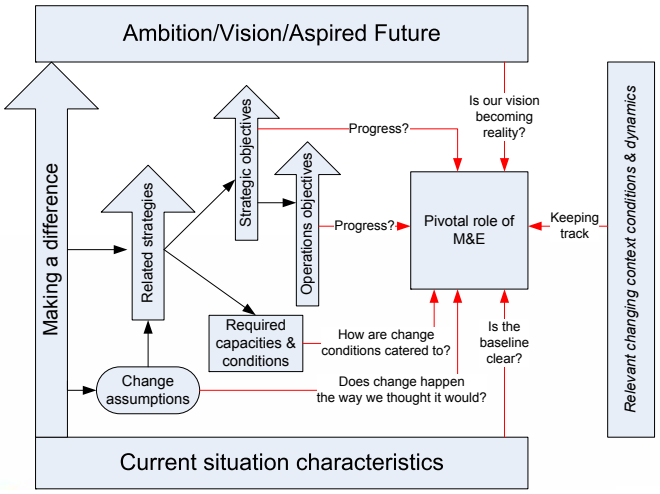
Managing Landscape Change

Covering essential elements:

					Leading to:
Dream +	Skills +	Motivation +	Resources +	Action Plan →	**Desired Change**
	Skills +	Motivation +	Resources +	Action Plan →	**Confusion**
Dream +		Motivation +	Resources +	Action Plan →	**Fear**
Dream +	Skills +		Resources +	Action Plan →	**Grumbling & complaining**
Dream +	Skills +	Motivation +		Action Plan →	**Frustration**
Dream +	Skills +	Motivation +	Resources +	→	**False start**

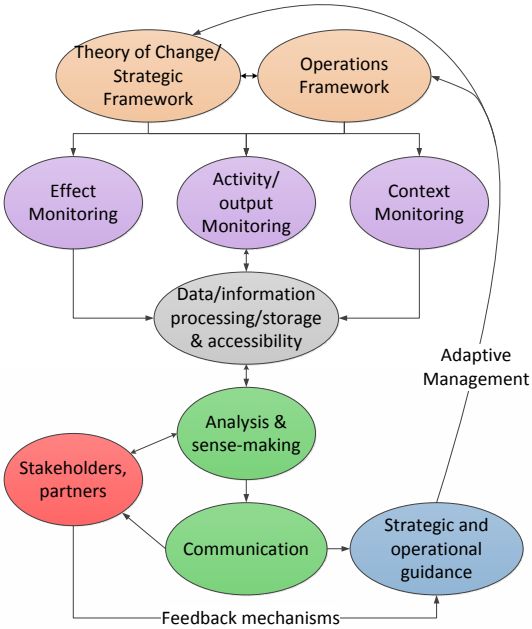
Participatory M&E

Pivotal role of good M&E



Connected View of TOC, Planning and M&E

Mechanism for landscape actors to organize and evaluate change



Learning and Adaptive Management

Building a systematic M&E framework

	Why to M&E: Purpose and use	**What** to M&E: Information needs and indicators	**How to M&E:** Methods and sources of information	**Who and when** to M&E: Roles and responsibilities	**Needed capacities and conditions** for performing M&E
M&E of strategic objectives	Strategic management & accountability	Effects of activities and deliverables	Qualitative and quantitative	Project and key stakeholders	Sense-making capacities & conditions
M&E of operations and agreed standards	Operations management & accountability	Activities & deliverables	Often more quantitative, less qualitative	Project	Inspection capacities & conditions
M&E of conditions for success and related risks	Adaptive management; policy influencing	Early warning signals	Active sensing mechanisms	Project and key stakeholders	Adaptive capacities & conditions
M&E of strategic learning questions E.g. when this is pilot/ experimental design	Thinking beyond project; probing experiment	Strategic learning questions	Action research	Project/external	Investigation capacities & conditions

Annex 3: **Programme**

Date, Day & Time	Programme
Saturday: 24 September	Arrival of participants and check-In (at Hotel Himalaya, Kupondole
Sunday: 25th Sept (7.30 am)	Travel to Chitwan via Daman
15:00–16:00	**Opening session** • Remarks by DNPWC, CNP • NTNC • ICIMOD
16.00 –17.00	**Introducing Landscape Governance and its capacity development framework**
17:00–18:30	****Orientation- Landscape journey process tool to facilitate shared understanding of landscape governance**
18.30–19:00	**Briefing on field plans** Chitwan National Park – Nepal Valmiki Tiger Reserve – India
19.30–21.30	Reception Dinner hosted by ICIMOD

** Ideally, for landscape journey it is important that we have interdisciplinary participants as we would require a greater mix of audience (as much as possible) - researchers, policy makers, administrator, representatives of key stakeholders, private sectors, media. It is also important that we have some background information on the Landscape we are visiting to – some ideas/pictures/issues critical from landscape governance perspective.

Programme Schedule

Field visits and interactions (26-27 September)

Group I: Chitwan National Park, (Madi – Nepal)	Group II: Valmiki Tiger Reserve (Govardhana – India)
Group Members: (Interdisciplinary team)	Group Members: (Interdisciplinary team)

Day 1: 26 September (Monday)

Time	Program Group I: Madi valley	Time	Program Group II: Valmiki Tiger Reserve
7:30–8:00	Breakfast	7:30–8:00	Breakfast
8:00–10:30	Group I: Travel to Madi – Nepal Check into Homestay	8v00–11:30	Group II: Travel to Govardhana, India Check into Forest Eco Huts
12:00–12:30	Lunch at homestay	12:00–13:30	Lunch at Forest Bungalow
1:30–16:30	Field interactions	1:30–16v30	Field Interactions
	This involves use of different participatory tools- such as resource mapping, FGD, KI, transect walk etc. The idea is to facilitate meaningful interaction keeping interdisciplinary perspectives in mind. Also it is more about listening and observing different landscape elements and exploring issues from diverse perspectives • Transect walk through landscape village including village and different land uses • Formal interaction with village communities and Eco Development Committee • Focus group discussion with women's group • Thematic discussion- transboundary issues		
16:30–18:00	**Group 1 Collective reflection and consolidation of ideas** (vision, resource mapping, stakeholder analysis)	16:30–18:00	**Group 2 Collective reflection and consolidation of ideas** (vision, resource mapping, stakeholder analysis)
19:00	Dinner	19:00	Dinner

Day 2: 27 September (Tuesday)

8:00	Breakfast	8:00	Breakfast
9:30–12:00	**Widening interactions through bringing in other stakeholders' perspectives** Discussion facilitated by WWF on Green city, Eco-tourism, human-wildlife conflict, Tarai Arc Landscapes, Landscape Management; (Buffer zone management committee members)	9:30–12:30	**Widening interactions through bringing in other stakeholders' perspectives** Eco Development Committee (DFO, Staff of Forest Dept., Community Members) Human wildlife conflict, livelihood improvement, natural resource governance, landscape management
12:30–13:30	Lunch at farmers house	12:30–13:30	Lunch at Forest Guest House
13:30–16:30	Continue interactions and transect walk exploring socio-cultural, ecological landscape elements - religious sacred sites; waterbodies etc	13:30–16:30	Continue interactions and transect walk exploring socio-cultural, ecological landscape elements - religious sacred sites; waterbodies etc - transect observation by boat
16:30–18:30	Group 1 Collective reflection and consolidation of ideas from two days	16:30–18:30	Group 2 Collective reflection and consolidation of ideas from two days

Day 3: 28 September (Wednesday)

Debriefing and Transboundary Knowledge Sharing

Time	Programme
Return to training venue at Chitwan and lunch; post lunch start session	
13:30–16.00	• Introduction to debriefing session • Field outcome presentation - Group I • Field outcome presentation - Group II • Plenary and key discussions (Discussion on Trans-boundary issues and shared understanding on key issues for landscape governance including remarks by key stakeholders; closing remarks)
16:15–18:00	Linking lessons landscape journey to ToT

Training of Trainers on Landscape Governance – programme

Day 4: 29 September (Thursday)

Module 1: **Assessing landscape capacities and adaptive learning**

Time	Session	Objective	Content
8:30–9:30	1. Introductory session	What are we going to do? What are we not going to do? Participants knowing the basics of capacity development and adult learning	Revealing our assumptions, checking our expectations What is capacity development? How do adults learn? Competence based learning, experiential learning. How to design a training?
9:30–10:30	2. landscape governance capacity: the bigger picture	Participants develop an integrative perspective on the landscape governance capacity framework	Landscape governance capacity framework: the 5C model
11:00–12:30	3. making a quick-scan	Getting to know the landscape governance capacity of our own landscapes	Application of a landscape governance capacity quick-scan on our own landscape assessment of landscape governance capacities in our own landscapes
LUNCH			
13:30–15:00	4. landscape governance as system thinking	Understanding landscapes as coherent yet complex systems, learning how to deal with such complexity	Understanding concepts of multifunctionality, connectiveness, multiple actors, sectors and scales, learning how to deal with these complexities
15:30–17:00	5. Engage with your landscape	Participants identifying their own relation to their landscapes, identifying their roles and responsibilities, and assessing their own capacities	Introducing the landscape leadership model, where is your place in it?
17:00–17:15	Daily reflection		
Evening	Self-assessment		

Day 5: 30 September (Friday)

Module 2: **Connecting within the landscape – leadership, participation, engagement**

Time	Session	Objective	Content
8:30–9:00	Daily reflection	Reflect on yesterday's learnings	What have we learned, how am I going to apply this in my daily work?
9:00–12:30	6: A participatory approach to landscape governance	Understanding the importance of participation, learn the basics of stakeholder analysis and engagement	Overview of the major concepts and tools on how to work with stakeholders and their roles/interests in the landscape Developing a participatory attitude
LUNCH			
13:30–15:00	7. Competing claims and conflicts in the landscape	Understanding the relevance of conflict, and learning the basics of how to manage conflicts	Overview of the concept of contested landscapes, the different types of conflict which may occur, and the different ways of dealing with it
15:30–17:00	8. When power matters	Understanding the basics of power dynamics and its relevance to landscape governance	Overview of the concept of contested landscapes, and the different ways of dealing with it
17:00–17:15	Daily reflection		
Evening	Self-assessment		

Day 6: 1 October (Saturday)

Module 3: **Connecting to the landscape and beyond: institutions and policies**

Time	Session	Objective	Content
8:30–9:00	Daily reflection		Reflection on the conflict management styles test
9:00–10:30	9. Institutions	Understanding institutions, their dynamics and their function in the landscape	Introduction to institutions, institutions of meaning, association, production and control
11:00 –12:30	10. Institutional change	Understanding the dynamics of institutional change, and how to design landscape governance arrangements, that are meaningful, productive etc.	Introduction institutions, institutional change, designing institutional arrangements, institutional bricolage (institutional entrepreneurship)
LUNCH			
13:30–17.00	11. landscapes and policy		
17:00–17:30	Daily reflection		
Evening	self-assessment		

Day 7: 2 October (Sunday)

Module 4: **Towards productive landscapes: business engagement, creating a landscape business model**

Time	Session	Objective	Content
8:30–9:00	Daily reflection		Coming back to the Belbin's team roles, and its link to entrepreneurship
9:00–10:30	12. Entrepreneurial landscapes	Participants understand the importance of economic viability within the landscape, participants gaining a more entrepreneurial attitude	Landscapes and private sector Different levels of business engagement
11:0 –12:00	13. Building a landscape business model	Participants gain practical experience on how to build a landscape business model	Landscape business model canvas
13:30–17.00	14. Governing business: the role of PPPP	Participants learn about public-private partnerships, and learn how to create them	Overview of the type of partnerships, and different ways of shared value creation
17:00–17:15	Daily reflection		
evening session	Landscape game	Playing with landscape business, different types of returns, what makes you a winner?	

Day 8: 3 October (Monday)

Module 5: **Planning towards the future of our landscape – participatory landscape planning, scenarios, M&E**

Time	Session	Objective	Content
8:30–9:00	Daily reflection		
9:00–10:30	15: Theories of change	Understanding the function of making a theory of change	The more you think of how change happens, the more you can anticipate
11:00–12:30	16. Participatory planning	Understanding the basics of participatory planning. What makes landscape level planning so difficult?	Building a common future: scenarios, foresight analysis, and proactive attitude (anticipation)
13:30–17:00	17. Participatory M&E	Participants understanding the importance of M&E, and being able to design simple and suitable M&E systems	Why do we need M&E? Knowing what you need to know; operationalisation of our theories of change
17:00–17:15	Daily reflection		
Evening	Landscape stories	learning how to create a landscape story	

Day 9: 4 October (Tuesday)

Module 6: **Getting ready for action – build your own landscape learning trajectory**

Time	Session	Objective	Content
8:30–9:00	Daily reflection		
9:00–10:30	18. Building your own training programme	Imagine your own training, who and what do you need? Participants getting the necessary insights and tools to build their own training programme	Introduction: how to design a training programme (overall vision, target groups, capacity need assessment, setting objectives, defining activities and methods, follow up)
11:00–12:30	19. Present your own training programme	Participants feeling confident enough about their training design to present and receive constructive feedback	Presentation of the training designs
13:30–15:00	19. Continued		
15:30–17:00	20. Revisiting the big picture: what have we learned? What still needs to be discussed?	Harvesting our learnings, and assessing our confidence in preparing our own training sessions. spending time on pending issues (parking lot)	

Day 10: 5 October (Wednesday)

Wrapping up and travelling back

Travel back to Kathmandu

Annex 4: **List of Participants**

		Field Plan
Afghanistan		
1.	Abdul Sami Sakhi NRM, Ministry of Agriculture	Madi Valley, Nepal
2.	Zahidullah Temori NEPA, National Environmental Protection Authority	Madi Valley, Nepal
Bangladesh		
3.	Manik Lal Banik MoCHTA	Madi Valley, Nepal
Bhutan		
4.	Tenzin Choigey The Ugyen Wangchuck Institute for Conservation and Environment	Gobardhana, India
5.	Towchu Rabgay Department of Livestock's	Gobardhana, India
6.	Sangay Penjor Gross National Happiness Commission	Gobardhana, India
7.	Tandin Nature Conservation Department	Gobardhana, India
China		
8.	Luo Peng Chengdu Institute of Biology	Madi Valley, Nepal
India		
9.	G.C.S Negi G.B. Pant Institute of Himalayan Environment & Development	Gobardhana, India
10.	Niraj Kakati Wildlife Institute of India	Gobardhana, India
Nepal		
11.	Shashank Poudel National Trust for Nature Conservation	Madi Valley, Nepal
12.	Amir Maharjan Department of National Parks and Wildlife Conservation	Gobardhana, India
13.	Ashok Ram Deputy Warden, Parsa Wildlife Reserve	Gobardhana, India
14.	Chandra Kanta Subedi RECAST	Gobardhana, India
15.	Basu Dhungana Chitwan Buffer Zone Representative	Gobardhana, India
16.	Laxman Roy Game Scout, CNP	Madi Valley, Nepal
17.	Sujan Maharjan DoF	Madi Valley, Nepal
18.	Saneer Lamichhane, NTNC	Madi Valley, Nepal
19.	Abhinaya Pathak, CNP	Madi Valley, Nepal

Pakistan		
20.	Imtiaz Ahmad AKRSP Pakistan	Madi Valley, Nepal
21.	Kamal Uddin KADO	Madi Valley, Nepal
22.	Yaqub Ali Khan Wildlife management officer, KNP	Madi Valley, Nepal
Netherland		
23.	Cora Oosten Wageningen University's Centre for Development Innovation	Madi Valley, Nepal
24.	Seerp Wigboldus Wageningen University's Centre for Development Innovation	Madi Valley, Nepal
ICIMOD		
25.	Rajan Kotru	Madi Valley, Nepal
26.	Brij Mohan Singh Rathore	Gobardhana, India
27.	Bhaskar Karky	Gobardhana, India
28.	Srijana Joshi Rijal	Madi Valley, Nepal
29.	Pratikshya Kandel	Madi Valley, Nepal
30.	Nabin Bhattarai	Madi Valley, Nepal
31.	Tashi Dorji	Gobardhana, India
32.	Muhammad Ismail	Madi Valley, Nepal
GIZ		
33.	Martin Mueller	Madi Valley, Nepal

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