
TEACHING FOREST POLICY ANALYSIS

A Guide for Forestry Departments and Faculties of Universities in South East Asia

Principles, Examples and Materials

PREPARED BY RECOFTC FOR SEANAFE

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PREFACE

The forestry landscape in South East Asia has undergone rapid changes in recent times. The changes in the physical landscape are a reflection of the changes in the socio-economic and institutional landscape. The roles and functions of forests are multiplying, with an increasingly important role for the environmental services that forests provide, locally and globally. Also the growing importance of trees outside forests, and of farmers in the forest, are increasingly recognized, and has resulted in the emergence of the new discipline of agro-forestry. The need for involving farmers, herders and other rural people in forest management has resulted in a wide range of participatory systems and approaches. It is, however, also becoming apparent that participation in forest management without participation of stakeholders in forest policy is bound to fail.

These new challenges require new competencies of (agro) forestry professionals. The participatory approach to forest management needs now to be complemented with a more inclusive approach in the design and implementation of policies.

This guide intends to assist forestry lecturers in South East Asia in developing their curriculum in forest policy with a particular focus on policy analysis.

The guide is intended as an initial step in that direction. It is hoped that lecturers will use the guide as a source of inspiration to tailor their courses to the specific requirements of their graduates. It is also expected that their experiences and lessons will be shared with others in the future, to be used for a better grounded and more relevant set of course materials and handouts in the future.

Both SEANAFE and RECOFTC plan to continue to support the development of teaching materials in forest policy analysis. Lecturers wishing to share their comments on the guide, suggestions for improvement, experiences and materials are invited to contact the undersigned.

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As usual, the author is solely responsible for any errors that remain.

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ACRONYMS

AF	Agroforestry
EFPE	Enhancing Forest Policy Education
FAO	Food and Agriculture Organization of the United Nations
MAFTP	Marketing of Agroforestry and Tree Products
RECOFTC	The Center for People and Forests
SEANAFE	South East Asia Network for Agroforestry Education
Q&A	Question and Answer
TNA	Training Needs Analysis

FOREWORD

This guide on forest policy analysis is part of a wider effort by SEANAFE and RECOFTC to contribute to the development of relevant curricula in higher education in agroforestry and forestry. It reflects SEANAFE's priorities for such curriculum development, identified as 'bringing livelihoods, landscapes and policies into curricula' (Rudebjer et. al., 2005).

The initiative to the development of this guide on policy analysis was inspired by suggestions from participants in a 2008 training course organized by RECOFTC and SEANAFE on 'Enhancing Forest Policy Education'.

The audience for the guide are lecturers in agro-forestry and forestry departments and faculties of universities in South East Asia.

The Introduction provides some of the background and rationale for the need to teach forest policy analysis. In Chapter 2, we discuss the role and place of forest policy analysis in the (agro) forestry¹ curriculum. Reference is made to other curriculum development work by SEANAFE, demonstrating that forest policy analysis is best taught towards the final stages of the undergraduate or preferably in the graduate curriculum. In Chapter 3, we emphasize the need for a proper identification of the competencies in forest policy analysis that the graduates are required to have. The competencies addressed by the prototype course are presented in this chapter so as to enable lecturers to identify gaps with the competencies in policy analysis that they have identified as priorities for their graduates. Lecturers can then judge what prototype sessions need to be modified or expanded, new sessions need to be designed or even whether new modules are required.

In Chapter 4 we present detailed guidelines to enable lecturers to make plans for each of the sessions proposed for the prototype course.

In Chapter 5, we present selected sources and examples of additional materials to be used by lecturers in modifying existing sessions or designing new sessions.

¹ In the following we'll refer to 'forestry curricula', meaning both agroforestry and forestry curricula.

1. INTRODUCTION

FORESTRY AND AGRO-FORESTRY: INCREASING COMPLEXITY AND PLURALISM

The increasing concern about the degradation of the natural environment and the resulting environmental movement, in the 1970s is one reason for the diversification of demands that forests are expected to meet. This is expressed in increasingly vocal concerns about deforestation as well as the establishment of protected areas, to be managed for conservation purposes. A related concern arose from the energy crisis (rapid increase of fossil fuel prices) at around the same time. This led to an increasing interest in 'energy' and to the discovery of the 'fuelwood crisis' and the dependency of large numbers of rural and urban people in developing countries on wood as a source of energy. To meet these and other needs, forestry for rural development was called for. This also contributed to the recognition of trees outside the forest and agricultural activities inside the area classified as forest, leading to the 'discovery' of agro-forestry in the 1980s. The international demand for timber kept growing and the exploitation of the natural forests in South East Asia rose sharply from the 1960s to the 1980s. Many forest concessions were allocated to timber companies, fuelling timber 'booms' that contributed considerable resources to the private sector and some to the public sector. It proved difficult for the forestry institutions to capture the rents generated by the companies. One reason for this difficulty is that the great potential for rent seeking and seizing contributed to a 'natural resource curse'. Powerful interests got involved in the allocation of concessions and undermined the capacity of the state forest organizations to manage the concessionaires, and administer their activities. In response, in many South East Asian countries logging bans were imposed, usually after most of the forest had been logged (Durst, et.al. 2001).

More recent manifestations of the diversification of demands on forests, include the growing interest in establishing commercial plantations on 'degraded' forest lands, for fiber, fuel and food, and the potential role of forests in poverty reduction, and climate change mitigation and adaptation.

The growth of these diverse demands on forests, means that forests have increasingly become contested resources, requiring new arrangements for settling the competing claims, that enhance the capacity for equitable and sustainable management of forests.

Attempts to meet these challenges are reflected in new policy instruments and new arrangements for crafting forest policies.

CRAFTING FOREST POLICIES

In addition to the growth and diversification of demands on forests, two other 'macro' processes influence the ways forest policies are designed and implemented. National 'modernization' processes in many South East Asian countries have been accompanied by a growing 'democratization' and reforms in the public sector, such as decentralization. This has contributed to a greater interest and involvement of a larger number and diversity of stakeholders in political processes, including policy development processes in forestry.

Another macro development is 'modern globalization' in forestry expressed in a growing number of government and non-government international processes and movements influencing national policy development processes (see Commonwealth Forests, n.d. for an overview of 20 relevant international forestry processes and agreements). International organizations and international development agencies and their involvement in forest policy formation are one of the manifestations of this

movement (note that SEANAFE and RECOFTC, and this guide are minor manifestations of this type of 'modern globalization' as well).

Early attempts by international organizations to influence national forest policy reflect the central role forest departments historically played in policy formation, formulation and implementation. Tropical Forestry Action Plans (as promoted by FAO in the 1980s) and Forestry Sector Master Plans (promoted by bilateral development agencies and international financing institutions at around the same time) were carried out by teams of technical experts assisting the forest departments in the assessment and planning process (Winterbottom, 1990). Although stakeholder consultation did form part of these processes (and sometimes with considerable success as in e.g., Nepal), it became apparent that in most cases the involvement from actors not considered 'part of the sector' had been limited (as in Thailand).

The next generation of this type of approach in the form of National Forest Programs therefore acknowledged both the need for greater 'national ownership' of the planning process, greater emphasis on and support to 'multi stakeholder processes', as well as the recognition that forest policy formation and formulation is less of an event and more of a continuing process. A process reflecting the increasing pluralism in forestry in terms of actors involved, factors to be taken into account, options to be considered, instruments to be deployed and modes of implementation to be designed and supported.

The role of professional foresters in such processes is accordingly shifting from a central role in discrete assessment and planning events to a more analytical and facilitating role to support continuous policy dialogue and processes. The assumption underlying this guide is that professional (agro) foresters' competency for this role can be enhanced through application of insights, concepts, approaches and analytical tools from a relatively new professional field called 'policy analysis'.

THE EMERGENCE OF POLICY ANALYSIS

People from different backgrounds (economics, political science, sociology, etc.) have contributed to the development of policy analysis as a relatively 'young' discipline. Some (American) authors point at the application of 'systems analysis' approaches during the Vietnam war (aka American war from a Vietnamese perspective) as a first manifestation of what we now call policy analysis. Initially policy analysis was guided by the primary aim to identify the most effective and efficient solution in technical and economic terms, e.g., the most efficient allocation of, usually scarce, resources. Political scientists introduced a focus is on the political processes and stakeholders involved in policy development and implementation, and in this type of approach the political nature of policy problems is highlighted. It aims at determining what processes and means are used and tries to explain the role and influence of stakeholders within the policy process. By changing the relative power and influence of certain groups (e.g., enhancing public participation and consultation), solutions to problems may be identified.

In a third type of approach the scope is even wider, this is more of a 'systems and context' approach; i.e., its scope is the macro-scale and its problem interpretation is usually of a structural nature. It aims at explaining the contextual factors of the policy process; i.e., the identification of the political, economic and socio-cultural factors influencing it. As problems may result because of structural factors (e.g., a certain economic system or political institution), solutions may entail changing the structure itself. Examples include public sector reforms as in decentralization or devolution of property and management rights to local communities.

As all of these approaches may be relevant in forestry, for different situations, and different problems, in this guide (and in the prototype course) we have attempted to include examples from a diversity of approaches.

2. THE PLACE OF POLICY ANALYSIS IN THE FORESTRY CURRICULUM

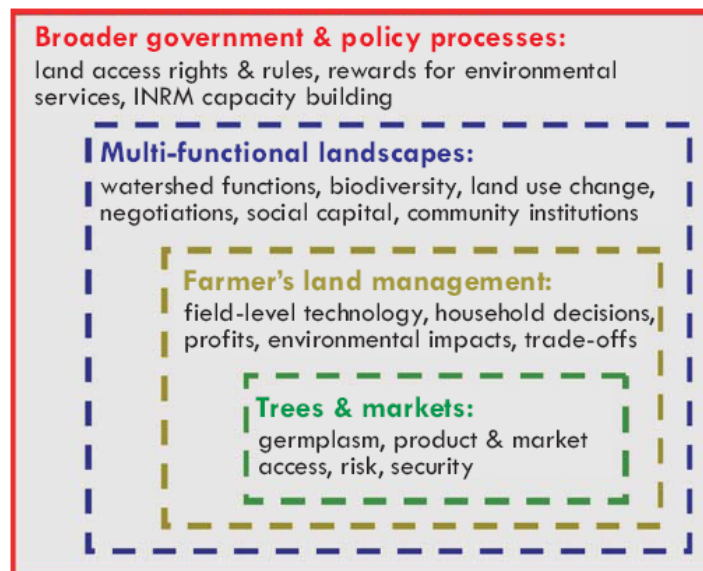
As well documented in other SEANAFE publications (see e.g., Rudebjer, 1999), forestry education, what is taught and how it is taught, varies much across countries and universities in South East Asia. Similarly, there are considerable differences in how curricula can be revised and who is involved in that (Rudebjer et al., 2005). As the authors put it for agroforestry curriculum development in general:

“A prescriptive approach is not justified because agroforestry programmes in universities and colleges vary so much, the settings in which agroforestry is practiced are so diverse, and our knowledge of the subject is continually expanding. Instead, we hope that this guide will stimulate discussion in academia about how to teach effectively the multifaceted subject of agroforestry” (ibid, p.48).

This guide refers to one of the (multiple) facets of agroforestry: the policy (or governance) dimension, and what applies to agroforestry (or forestry curricula) as a whole applies even more to specific parts of it, such as course development in forest policy analysis.

Earlier SEANAFE work has however yielded frameworks for agroforestry curriculum development, that include an indication of the place and role of policy analysis in the curriculum. The most general one reproduced below, provides some indication of the topics to be addressed in analyzing ‘broader government and policy processes’ (Rudebjer et al., 2005).

FIGURE 1 POLICY ISSUES IN THE OVERALL AGROFORESTRY CURRICULUM

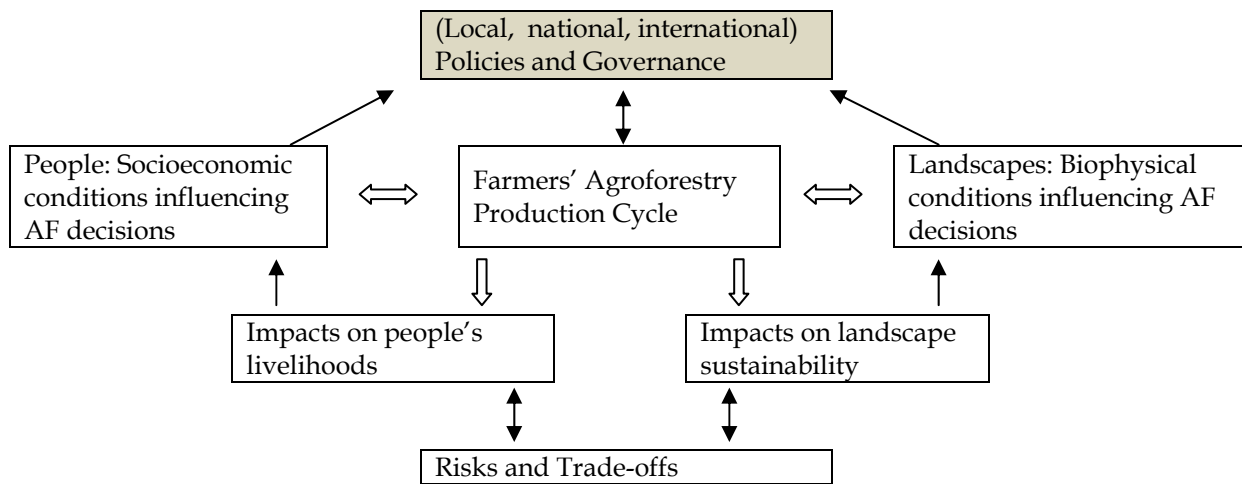


Source: Rudebjer, et.al., 2005, p. 6.

Just as important, are the indications of topics that are proposed to be addressed under the other categories (landscapes, land management and trees and markets). For the design of a course in policy analysis, we may therefore assume that these topics will be addressed in other courses.

Two other frameworks provide more detailed information about these other topics. One in which the agroforestry production cycle is taken as the central organizing principle in curriculum development (also proposed by Rudebjer, et al., 2005).

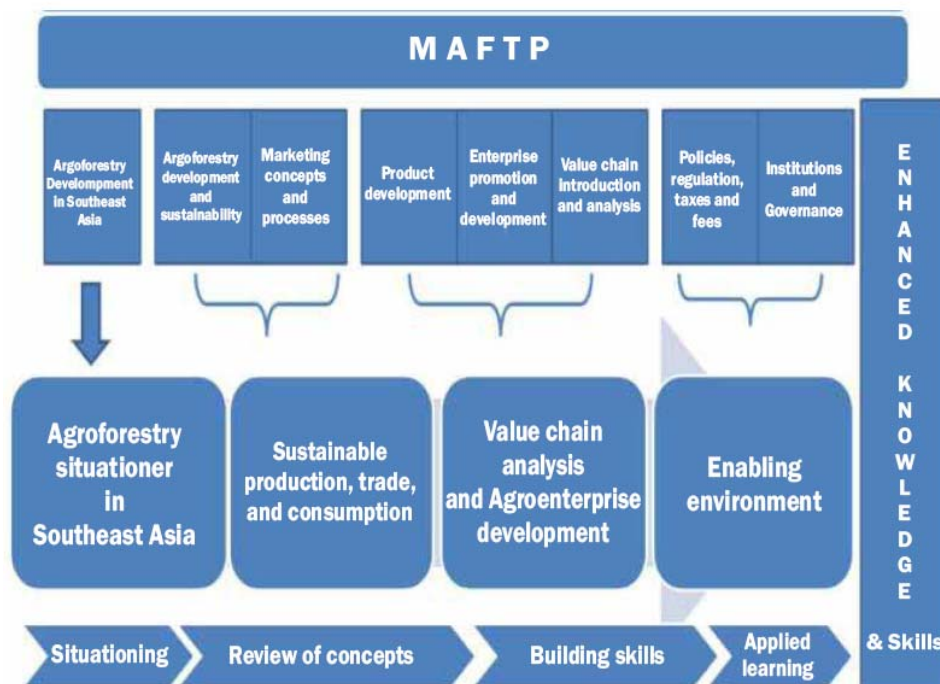
FIGURE 2 POLICY IN THE AGROFORESTRY PRODUCTION CYCLE



(Source: adapted from Rudebjer et al., 2005, p. 52-53).

This framework also seems to suggest that knowledge and understanding of the AF production cycle, and the socioeconomic and biophysical environment are requisites for understanding policies and governance issues. This would imply that forest policy analysis would best be taught towards the end (in the final year or semester) of the forestry undergraduate (BSc) curriculum, or even better, also in view of the complex nature of first policy analysis, as a (MSc) graduate course.

FIGURE 3 POLICY IN THE MARKETING OF FOREST AND TREE PRODUCTS



Source: SEANAFE, 2007.

This is also borne out by the curriculum framework developed for the teacher's guide in marketing agroforestry and tree products. In this framework (Fig.3) in which the value chain (from farm/forest to consumer) is the central organizing principle, it is suggested to move from left to right, and enhance knowledge and skills related to the enabling environment after building knowledge and skills of the other elements mentioned in the framework.

The frameworks point at another issue that needs to be considered in the application and adaptation of what is suggested in this guide for course development in policy analysis: In most (agro) forestry curricula there are already courses or elements of courses dealing with forest governance and policy. These elements need to be considered in the adaptation of the prototype course (presented in chapter 4) to the specific needs of the curriculum.

3. COURSE DEVELOPMENT PRINCIPLES

Just as for curriculum development in general, also for the development of individual courses specific training needs are to be identified. Rudjeber *et al.* (ibid) suggest 7 key questions for such needs assessment, related to:

1. Types of expertise needed in agroforestry (*in policy analysis*)
2. Contributions (*from policy analysis*) to development or environmental management
3. Adjustments to curriculum development process (*course development process*) to suit specific situation
4. Available and needed resources for development and implementation of the curriculum (*course in policy analysis*)
5. What competencies (*in policy analysis*) need to be developed. Which are already provided by existing courses. Which can be best achieved by modifying existing courses and which require a new course *in policy analysis*
6. Who should be involved in the curriculum (*course*) development process, and how should they be involved
7. What (*policy*) issues will be addressed and what does that imply for types of expertise in curriculum development (*course development and implementation*).

In italics we have indicated how these questions designed for agroforestry curriculum development can be readily adapted for the development of the course in policy analysis. It is also important to realize that in cases where these questions have already been addressed for the curriculum as a whole, that some answers related to policy analysis may have already been provided or can be readily derived from the results of curriculum development planning. For more detailed guidelines on how to find answers to these seven questions, refer to Chapter 4 of Rudebjer *et al.* (ibid).

The central question for course development is the identification of competencies in policy analysis that graduates have to acquire so as to be able to contribute effectively to (agro)forestry development.

Lecturers need to assess the competencies in forest policy analysis that their graduates are required to have upon graduation. In some cases such competencies may have been defined already by their institutions or governing bodies. In other cases lecturers may have to define these competencies themselves (in collaboration with colleagues and supervisors). Then they can compare the

competencies they have identified, with the ones we present below, that have guided the development of our 'course prototype'.

Another aspect to be considered in course development refers to the teaching methods to be used. Also here, we refer to SEANAFE materials for curriculum development that were earlier developed (see Rudebjer et. al., 2001; Rudebjer et. al., 2005; FAO, ANAFE, SEANAFE, 2005 and SEANAFE, 2007) . Participatory methods involving students actively in learning, have been advocated for teaching agroforestry in general. In the section on teaching methods below we'll discuss how we have adapted this principle in the design of the prototype course, including some hints and references for lecturers who would like to enhance the participatory approach in their course development and implementation.

COMPETENCIES

The main competencies that have guided the development of our prototype course in forest policy analysis are:

1. knowledge and understanding of:
 - a. policy as a concept and different aspects of policy
 - b. different approaches in policy analysis
 - c. history and theory of forest policy and institutional development and implementation
 - d. forest policy processes, measures (or instruments) and interaction with existing practices
2. cognitive skills in:
 - a. comparing and evaluating different frameworks and theories
 - b. use of analytical tools in different frameworks
3. practical and professional skills in:
 - a. strategic problem solving
 - b. collaboration, stakeholder analysis and participation
 - c. ethical and professional behavior
4. general skills in:
 - a. active reading and note taking
 - b. accessing, finding and reviewing information
 - c. essay and report writing skills
 - d. preparing and giving presentations

To assess the relevance and need of addressing these competencies in this course, lecturers will need to first assess their relevance as compared to the general required competencies identified for the curriculum as a whole and then assess which of these competencies have been addressed already in other courses. The two overviews below of the 4 modules and 12 sessions of our prototype course

may help in a first identification of modules and sessions that need to be adapted so as to better fit the specific needs of the curriculum and students in different institutions.

TABLE 1 COMPETENCIES, MODULES, SESSIONS, TOPICS & MATERIALS

Competencies	Module/Session	Topics	Materials (see Sources for details)
I. Setting the Stage: Understanding Policy Analysis			
1.a. Knowledge and understanding of policy as a concepts and its different aspects	I.1. Policy and Policy Process	-what is policy and how do issues become policy issues -policy as intentions and actions -policy stages heuristic	-Page, The origins of policy -FAO Easy Pol. Making sense of policy processes
4.a-d. General skills in reading and note taking, finding information, writing and oral presentations	I.2. Effective Communication	-reading and note taking -accessing, finding and reviewing information -giving presentations -essay and report writing skills	-Open University: 4 modules
1.b. Knowledge and understanding of different approaches in policy analysis	I.3. Theories of the Policy Process	-overview theories of the policy process -principles property rights institutions -alternative theories in understanding agenda setting	-Sabatier, need for better theories -Polski, institutional framework for policy analysis and design -Kamieniecki, theories in agenda setting, forest policy in BC Canada
II. Forest Policy and Institutions			
1.c. Knowledge and understanding of history and theory of forest policy and institutional development, and implementation	II.1. History of Forest Policy & Institutions	-historical perspectives on forest policy change in Asia -historical perspectives on change in forestry institutions in Asia -state of forestry in East Asia	-Edmunds, forest policy change in Asia -Ross, timber booms and institutional breakdown -WB, East Asia forestry strategy
1. d. Knowledge and understanding of forest policy processes, measures and interaction with existing practices	II.2. Forest Policy	-forest policy as intention (forest policy statement) -forest policy as practice (critical analysis) -forest policy and its effects on rural people	-India 1988 forest policy -Country forest policy -Mayers, policy that works -Larson, the poverty of forest policy
III. Forest Policy Processes and Measures			
2.a. Comparing and evaluating different frameworks and theories	III.1. Implementation & Decentralization	-relationships between policy and action -lessons from decentralization in forestry -measures and ranking policy alternatives	-Open University, policy-action relationships -Larson, lessons from decentralization -Bardach, things governments do -FAO, ranking policy alternatives
1. c. Knowledge and understanding of institutions in policy implementation	III.2. Institutional analysis	-design principle property rights institutions Case studies of: -payment for environmental services in SE Asia -re-inventing forestry agencies	-Orstom, design principles -Neef, rewarding the poor for saving the commons -Durst, re-inventing forestry agencies in Asia
3. Practical and professional skills in a. strategic problem solving b. collaboration, stakeholder analysis and participation	III.3. Multi stakeholder processes	-national forest programs -multi stakeholder processes in national forest programs -multi stakeholder processes in Asia	-FAO, understanding nfps -O'Hara, multi stakeholder processes in nfps -Gilmour, multi stakeholder processes in Asia

2.b. Cognitive skills in use of analytical tools in different frameworks	III.4. Economic analysis	Case studies of: -policy instruments and timber concessionaires -plantations and natural forest -financing conservation	-Othman, concessionaires response to policy instruments -Hartono, plantations reduce pressure on natural forests ? - Nabangchang, willingness to pay for conservation
IV. Practicing forest policy analysis			
3. Practical and professional skills in: a. strategic problem solving (for some: b. collaboration, stakeholder analysis and participation) c. ethical and professional behavior	IV.1. Introduction to the eightfold path	-introduction practical problem solving approach to policy analysis (8 steps, a la Bardach) -identification of 5 key forest policy issues -preparation of student papers	-Bardach, practical guide for policy analysis
4. General skills in reading, reviewing information, presentations and writing skills	IV.2. First Drafts	-sharing and improvement of first draft student policy papers	
	IV.3. Second Drafts	-sharing and improvement of second draft student policy papers	

The table above is intended to enable lecturers to do a quick scan and identify those sessions in the course that are not or less relevant for their students, based on comparison with the required competencies identified for their curriculum.

The more detailed guidelines for session planning, presented in Chapter 4, will enable lecturers to adapt those sessions in line with their priorities.

But there are also other design elements in the prototype course that need to be considered and adapted to the specific needs of the institution. One of these elements is the number and structure of the sessions.

STRUCTURE OF THE PROTOTYPE COURSE

The prototype² course is made up of 12 sessions. This may need to be reduced or expanded depending on the structure of the trimester or semester. We have included suggestions for additional sessions and materials in Chapter 5, for use in developing additional or alternative sessions.

Another possible need for adaptation is in the number of contact hours per session. As explained in more detail in Chapter 4, we have based the design of our prototype course on 2 contact hours per session.

For most of the sessions we also follow a prototype process:

a. Introduction by teacher: 10 min

² For our purposes we define prototype as in the following definitions: "In software development, a **prototype** is a rudimentary working model of a product or information system..." . See also: "A **prototype** is a draft version of a Web site. **Prototypes** allow you to explore your ideas..."

- b. Presentations based on reading assignments by 3 student teams (2 students per team): 3x20=60 min
- c. Three students discussion groups (30 minutes discussion/10 minutes sharing): 40 minutes
- d. Wrap up by lecturer and next week 's assignment: 10 minutes

This rather tight prototype schedule may need to be adjusted to allow for:

- 1 or 2 breaks in the session
- longer introduction, and wrap up by teacher
- sharing of discussion group results.

In some cases, students may also need more guidance for the assignment of the following week, and there may be other reasons why in reality 3 contact hours may be a more realistic schedule. And this could even go up to 4 hours, if the proposed teaching methods and particularly the reliance on student assignments and presentations prove to be problematic.

Also note that in our example of the prototype course there is a total of 27 assignments. If for example the class has 27 students, and there are 2 students for each assignment, then each student would have to do 2 assignments per course/semester, with an additional assignment (preparation of policy briefing note, based on Bardach's practical guide) in the final 2 weeks of the course. In case it is decided to have groups of 3 students per assignment then there would be 3 assignments per student.

TEACHING METHODS

The main format for teaching the course is composed of the following elements:

1. presentation by the lecturer or a resource person of the key issues and questions for the session
2. presentations of students addressing the key questions, based on reading assignments in the week preceding the session, by 3 teams of 2 students each,
3. class discussions of student presentations,
4. wrap up by teacher,
5. presentation by lecturer of next week's topics and key questions.

The first session of the course provides an alternative to this student-centered model, in which the lecturer provides most of the presentations, followed by discussion by students. In some cases the lecturer may decide to follow this mode also in the other sessions, particularly for those readings that are expected to be difficult to analyze for students. Though the presentations by and discussions with students provide for a more active role for students in the course (as compared to a lectures based model), there are many other ways to enhance student participation³.

³ E.g., Taylor, P. and J.Fransman, 2004. Learning and teaching participation: exploring the role of Higher Learning Institutions as agents of development and social change .IDS Working Paper 219. See also other materials about 'Learning and Teaching for Transformation'; at: <http://www.pnet.ids.ac.uk/guides/lit/index.htm>

4. GUIDELINES FOR SESSION PLANNING

Just as the outline of the course, also the session plans are to be used as prototypes for adaptation to the specific conditions and requirements of students. Particularly, alternatives for materials and activities need to be considered by lecturers in the design of their own course.

I. SETTING THE STAGE: UNDERSTANDING POLICY ANALYSIS

The general objectives of this first module are to enhance students' understanding of what is meant by public policy, what approaches are used to analyze policy and why effective communication is particularly important in policy analysis, especially in reporting the findings of the analyses.

I.1. POLICY AND POLICY PROCESS

DESCRIPTION: In this first session an overview of the course is presented, and the different meanings of the term policy are explored, and discussed. Also the policy process or cycle is introduced. Understanding of these key concepts is the basis for the sessions that follow.

TIME: 2 hours

LINK WITH OTHER SESSIONS: Basis for all other sessions, with specific reference to sessions 2, 4 and 10.

OBJECTIVES: Students will understand the contents of the course, and their role in it, they will understand what we mean by policy, know its different aspects, and understand the idea of the policy cycle as a heuristic device. Students will also know what they have to prepare for the next session.

PREPARATION for this session: Four presentations (e.g. Power Point) need to be prepared by the lecturer, each with handouts and questions for discussion by students:

A. Introduction and Overview of the Course

- a. the course outline
- b. the materials and where/how to find them
- c. what their role is in the course (expected contributions, how to prepare them, and how outputs are graded)
- d. how they are graded (different weights for different aspects, activities, outputs)
- e. other details usually included in course introductions
- f. opportunity for questions from students and clarification from teacher

B. What is policy (based on Page, 2006)

- a. explain Page's idea about the origin of policy and the agenda setting metaphor
- b. explain policy as intention (principles and strategies/lines) and action (measures/instruments and practices)

c. discuss implications: we need to understand the process of how issues get on the policy agenda and in specific cases we need to specify/clarify what we mean by policy, in terms of intention or action

Examples of discussion questions (selection of 1-2 to be discussed by students in discussion groups):

1. Give example of recent issue in forestry that has come onto the policy agenda and give two reasons why that happened.
2. What are the main objectives of the stated forest policy?
3. What are the main strategies proposed for achieving them?
4. What instruments are used to achieve them?
5. What are main gaps between intention and implementation/actions?

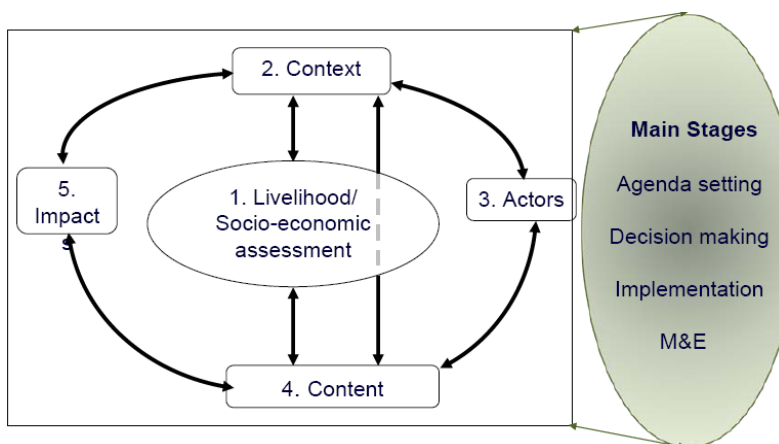
C. The policy stages heuristic (based on FAO, 2005-2008)

a. the policy and its environment :

- in this example made up of : 1. livelihood/ socio-economic assessment (discuss relevance for forestry and adapt to 'forests and people' or 'sustainable development') , 2. context, 3. actors, 4. policy content, and 5. policy impact ; provide overview and brief descriptions of each element,

b. the policy development process:

- in this example made up of: 1. agenda setting, 2. decision making (or: policy formulation and legitimation), 3. implementation, 4. monitoring and evaluation; provide overview and brief description of each element



Note that the 'linear process' suggested by the main stages presented to the right (agenda setting, decision making, implementation and M&E, becomes more of an iterative cycle by applying it to the

c. illustrate with discussion of case study of recent forest policy issue and process, generate the framework through plenary Q&A with students:

- start with: sustainable (including equitable) forest management (replacing 'livelihood/ socio-economic assessment')
- identify a relevant change in forest policy in the past 5 years intended to enhance sustainability of forest management (refer back to discussion under II. What is policy)
- then identify key factors in the context that helped to get the issue on the agenda
- then key actors involved in getting the issue on the agenda, those involved in the decision making (formulation), and those excluded
- how did the factors and actors influence the content of the new policy
- and how did that affect the effects or impact of the policy: has forest management become more equitable and sustainable as a result....?
- wrap up: point at the many gaps and incomplete information we had in answering each of the above questions. Also look at the many different types of factors and actors that need to be considered to get a good answer.....that is what we are hoping to address in the rest of course: how can we generate better answers (and hopefully thereby better policies).
- present 2 questions for discussion in groups

D. Introduction of reading/presentation assignment for next week

Prepare overview of next week's session, with 4 topics related to enhance skills particularly relevant for policy analysis: 'reading and note taking', 'accessing, finding and reviewing information', 'giving presentations', 'essay and report writing skills'. Explain next week's session: assignment for all students and additional assignments for 3 teams of 2 students each.

DESCRIPTION OF ACTIVITIES:

1. Course Introduction

Duration: 20 minutes: 15 minutes presentation, 5 minutes questions and answers for clarification.

Materials: PowerPoint and Hand Out based on the overview of the course outline in Table 1, p.14-15, Overview of Competencies, Modules, Sessions, Topics and Materials.

PowerPoint Prototype:

Module	Sessions
I. Understanding Policy Analysis	<ul style="list-style-type: none"> • Policy and Policy Process • Effective Communication • Theories of the Policy Process
II. Forest Policy and Institutions	<ul style="list-style-type: none"> • History of Forest Policy & Institutions • Forest Policy
III. Forest Policy Processes and Measures	<ul style="list-style-type: none"> • Implementation and Decentralization • Institutional Analysis • Multi Stakeholder Processes • Economic Analysis
IV. Practicing Forest Policy Analysis	<ul style="list-style-type: none"> • Introduction to the Eightfold Path • First Draft Policy Briefs • Second Draft Policy Brief

- | | |
|--|--|
| | <ul style="list-style-type: none">• (Final Policy Brief: 2 weeks after course end) |
|--|--|

Prototype Hand Out for Students: Copy of Table 1, p.14-15. Overview of Competencies, Modules, Sessions, Topics and Materials

Key Process Points to Explain (include in presentation and hand out):

Assignments: Three teams of 2 students each will be assigned to study and prepare a presentation on key topics, based on identified resource materials.

Students are requested to form their own teams in the coming week and hand in their preferences (3 in order of preference) for a topic, according to following format:

- Student names (2)
- Topics: First Preference: e.g., II.2.2; Second Preference: e.g., III, 1.3; Third Preference: III, 3.1
- Explain that only topics from Modules I-III, Sessions 3-9 can be selected, as all students will participate in Module IV, and session 2 is next week and 3 teams will be assigned for that session today.
- -For module IV: Explain that each student will have to select a topic and prepare a paper based on Bardach's "Eightfold path to effective problem solving". Topics to be approved and more details on this assignment to be in Session 10.

Grading Example: 30 % results of 2 tests; 30 % results of 2 presentations prepared with colleague and 40 % result of grading of policy brief (prepared in Module IV)..

2. What is policy

Duration: 20 minutes: 15 minutes presentation and 5 minutes Q&A

Materials: Power Point (10 slides) and hand out based on Power Point

Source: Page, E.C. 2006. The Origins of Policy. Chapter 10, p.207-224, In: Moran, M., M., Rein, R.E. Goodin, (eds), 2006. The Oxford Handbook of Public Policy. Oxford University Press, USA.

(Available, for subscribers, at:

http://www.oxfordscholarship.com/oso/public/content/oho_politics/9780199548453/oxfordhb-9780199548453-chapter-010). Also partial access through Google Books.

3. Stages in policy development

Duration: 20 minutes: 15 minutes presentation and 5 minutes Q&A

Materials: Power Point (10 slides) and hand out based on Power Point

Source: FAO, 2005-2008. FAO Policy Learning Programme Module 4: Policy and Strategy Formulation Session 1: Making Sense of Policy Processes. EASYPol – On line resource materials for policy making.

(Available at: http://www.fao.org/docs/up/easypol/540/4-1_basics-POLICY_ANALYSIS_PROCESS_170EN.pdf and:

http://www.fao.org/docs/up/easypol/541/4-1_making-sense_policy_process_169EN.pdf)

4. Discussion groups

Duration: 30 minutes discussion based on 2 questions per group and 10 minutes sharing of discussion results.

Two discussion groups.

5. Next week's assignment

Duration: 20 minutes: 15 minutes presentation and 5 minutes Q&A

Materials: Power Point (10 slides) and hand out based on Power Point

Handout: see Hand Out I.2 below.

In PowerPoint: Explain how students should:

- scan the contents of each topic
- identify the four main issues where students are most in need of learning more
- study those sections in the reading materials that focus on these priority issues
- prepare a presentation of maximum 10 slides (to be presented in 15 minutes) with:
 - 4 priority issues/needs
 - for each issue: how to address the issue (based on recommendations for further study by students (main topics/pages)
 - 2 questions for discussion

Hand Out I.2. –For Students to prepare for Session I.2. Effective Communication: Activities and Topics

Proposed Activities:

1. All students need to study topic 3 (“Giving presentations”), and a test will be given on that to all students,
2. For the other topics, 2 students each are assigned (6 students in total) with the following tasks:
 - scan the contents of each topic
 - identify the issues where you and your colleagues are most in need of learning more
 - prepare presentation of maximum 10 slides to be presented in 15 minutes with:
 - priority learning needs and strategies to address these
 - recommendations for further study by students (main topics/pages)

1. Reading and note taking - preparation for study;

<http://openlearn.open.ac.uk/course/view.php?id=2502>

After studying this unit you should be able to:

- recognise some of the skills which are particularly associated with the way social scientists work;
- describe some basic techniques relating to reading, for example, highlighting, note-taking and the processing of notes;
- write in your own words using references and quoting sources.

2. Skills in accessing, finding and reviewing information;

<http://www.open.ac.uk/safari/index.php>

By the end of this unit you should be able to:

- identify and understand different types of information;
- develop strategies for searching and accessing catalogue and database resources;
- learn how to search on and offline and how to use electronic search tools;
- evaluate and organise information;
- implement what you have learnt and share information relevant to your studies.

3. Giving presentations; <http://openlearn.open.ac.uk/course/view.php?id=1534>

This unit is designed to offer you the opportunity to:

- understand the need for effective presentations;
- assess your own strengths and weaknesses in meeting this need;
- develop some of the specific skills and practices required;
- create a series of practical checklists and strategies;
- use reflection and feedback to develop further your abilities as a presenter.

4. Essay and report writing skills;

<http://openlearn.open.ac.uk/mod/resource/view.php?id=261802&direct=1>

After studying this unit you should be able to:

- what writing an assignment involves;
- identify their strength and weaknesses;
- consider the functions of essays and reports;
- develop writing skills, whatever the stage they have reached.

1.2.EFFECTIVE COMMUNICATION

DESCRIPTION: Key communication skills required for successful completion of the course, and of particular relevance to policy analysis, are reviewed, and weaknesses identified and remedied. All students study the module on 'giving presentations', teams of 2 students prepare presentations on the other three topics described in the hand out (to be distributed to students during last week's session, see above).

TIME: 2 hours

LINK WITH OTHER SESSIONS: Basic skills acquired in this session will be used in all other sessions

OBJECTIVES: students will have acquired the key communications skills required for successful completion of the course and relevant for their later work in policy analysis.

PREPARATION for this session:

By teacher:

- a. HAND OUT: Overview of sessions, topics, dates and teams (2 names each) responsible for preparing presentations on these topics. This is the result of last week's Activity 1 in which students indicated preferences for assignments.
- b. HAND OUT: Form with questions for students to peer review team presentations.

Hand Out -For Students - Criteria for Peer Review of Presentations

Presenter's Name(s): _____

Title of Case: _____

Contents:

1. The key questions/issues in the reading materials were clear,
2. The relevance of the presentation for policy analysis was clear
3. Ways to address issues/answers to questions were clearly presented.
- 4.. Presenters raised relevant critical questions about the reading materials
5. The conclusions were clear and relevant
6. The questions for discussion were clear and relevant

Delivery/Format

7. The presentation was well organized.
8. The presenter used good grammar and spoke well.
9. The presenter established good rapport with the audience (eye contact, posture, etc.)
10. The presenter used good visual aids.

Comments and Overall rating: _____

Key: 5=Outstanding 4=Very Good 3=Good 2=Fair 1=Poor

c. Prepare test questions related to 'giving a presentation'. See for examples of types of questions: http://college.cengage.com/polisci/anderson/public_policy/6e/students/test_questions/index.html

d. Lists of key points for each topic as basis for comments on student presentations, for discussion questions (2 per assignment).

e. Assignments hand out for next week (see hand out I.3 below).

Hand Out I.3 – For Students to prepare for Session I.3. Theories of the Policy Process

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. Sabatier, P.A., 1999. **The need for better theories**, Chapter 1, p. 3-13. In: Sabatier, P.A., 1999. *Theories of the Policy Process*. Westview Press, Boulder, USA. ((Available at [http://scholar.google.co.th/scholar?hl=en&rlz=1C1GPEA_enTH334TH334&q=author:"Schlager"+intitle:"A+comparison+of+frameworks,+theories,+and+models+of+..."&um=1&ie=UTF-8&oi=scholar](http://scholar.google.co.th/scholar?hl=en&rlz=1C1GPEA_enTH334TH334&q=author:); also available at: <http://www.questia.com>)
2. Polski, M.M., and E. Orstrom. 1999. **An Institutional Framework for Policy Analysis and Design**. Workshop in Political Theory and Policy Analysis, Department of Political Science, Indiana University, W98-27. <http://mason.gmu.edu/~mpolski/documents/PolskiOrstromIAD.pdf>
3. Kamieniecki, S., 2000. **Testing Alternative Theories of Agenda Setting: Forest Policy Change in British Columbia, Canada**. *Policy Studies Journal*, Vol. 28, No. 1, 2000. pp. 176-189. (Available at: <http://www.questia.com>)

I.3. THEORIES OF THE POLICY PROCESS

DESCRIPTION: Students will study, present and discuss different frameworks, theories or models, to understand and analyze policy processes. One major framework (Institutional Analysis and Design) will be discussed in some more detail. Also its application and illustration of how different perspectives can be used to understand policy development will be explored. Student teams will present and discuss their findings from their assignments. .

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: in most other sessions, different frameworks or theories (or combinations) will be used. This session provides the understanding and appreciation of these differences and their strengths and weaknesses.

SESSION OBJECTIVES: Students will understand different theoretical frameworks commonly used in policy analysis. They will be able to explain the strengths and weaknesses of different frameworks, and their relevance for different purposes.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: overview of different theories of the policy process>>institutional analysis and development framework>>case: application of different theories on agenda setting in forest policy.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- d. Assignments hand out for next week (see hand out, under II.1, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under II.1) (10 minutes)

Hand Out II.1 - For Students to prepare for Session II.1. History of Forest Policy and Institutions

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. Edmunds, D. and E. Wollenberg. 1991. **Historical Perspectives on Forest Policy Change in Asia.**

An Introduction. *Environmental History*. 6 (2)190-212. (available at:

<http://www.foresthistory.org/publications/EH/April2001/Edmunds.pdf>)

2. Ross, M.L. 2001. **Timber Booms and Institutional Breakdown in Southeast Asia.** Cambridge University Press. Cambridge, England. (also available at: <http://www.questia.com>). Selected chapters, see above.

3. The World Bank, 2006. **East Asian Region Forestry Strategy** – Draft for Comment (p.1-26)

<http://www->

II. FOREST POLICY AND INSTITUTIONS

The general objectives of this module are to enhance students' understanding of forest policy as intention and as action (referring to session I.1), as well as of the history and present state of forest policy and institutions in Asia.

II.1. HISTORY OF FOREST POLICY AND INSTITUTIONS

DESCRIPTION: Students will analyze, present and discuss the history of policy change, some key historical processes affecting forestry institutions and one assessment of the present state of forestry in (South East) Asia.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: In this session some of the insights from module I will be used to analyze forest policy. The understanding in this session will be used in the following more process and practical sessions.

SESSION OBJECTIVES: Students will understand some of the important historical processes that contributed to the present state of forestry institutions and policy in Asia.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: overview of forest policy change in Asia>>impact of logging booms on forestry institutions>>present state of forest policy in Asia.
- b. For Assignment 2. Ross, M.L. 2001. **Timber Booms and Institutional Breakdown in Southeast Asia**, select relevant chapters for scanning and for study. E.g., for Philippines, Malaysia and Indonesia, focus on relevant chapter + chapter 8, Conclusions, scan chapters 1-3 and skip other country cases. For other countries focus on chapter 1, 3 and 8, skip country cases.
- c. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- d. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- e. Assignments hand out for next week (see hand out, under III.1, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out II.1, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under II.2) (10 minutes)

Hand Out II.2 – For Students to prepare for Session II.2. Forest Policy

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. a. **India National Forest Policy 1988** (available at: <http://www.envfor.nic.in/nfap/detailed-policy.html>)

b. **Country's National Forest Policy Statement:** source to be included here by teacher. Students are to compare both statements and indicate 2 strengths of each and 2 weaknesses of each, with reasons why.
2. Mayers, J. and Bass, S. 1999. **Executive Summary**, p. i-xiii. In: **Policy that works for forests and people**. Policy that works series no. 7: Series Overview. International Institute for Environment and Development, London. (Available at: <http://www.iied.org/pubs/display.php?o=9276IIED&n=4&l=21&s=FPTW>)
3. Larson, A.M. and J. C. Ribot. 2007. **The poverty of forestry policy:** double standards on an uneven playing field. Sustainability Science, Volume 2, Number 2 / October, 2007. (available at: http://pdf.wri.org/sustainability_science_poverty_of_forestry_policy.pdf)

II.2. FOREST POLICY

DESCRIPTION: Students will study, present and discuss the differences between forest policy statements as intentions and the gap between those intentions and the implementation of the policy on the ground. Also students will identify and discuss some of the key issues in forest policy and the reasons why they are difficult to resolve.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: In this session some of the insights from module I will be used to analyze forest policy. The understanding in this session will be used in the following more process and practical sessions.

SESSION OBJECTIVES: Students will understand the importance of differentiating between intention and action in forest policy, and the reasons for the implementation gap in forest policy. Students will also be able to identify some of the key issues in forest policy development and implementation.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: example of forest policy statements from e.g., Australia or India and policy statement from own country>>critical assessment of state of forest policies and some common weaknesses>>key issues in forest policy: double standards on uneven playing field.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Identification of source of country national forest policy statement to be included in hand out below.
- d. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- e. Assignments hand out for next week (see hand out, under III.1, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under II.2) (10 minutes)

Hand Out III. 1- For Students to prepare for Session III.1. Policy Implementation and Measures

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. Open University, n.d., **The public policy-action relationship**. Learning Space. B 856_1.
<http://openlearn.open.ac.uk/mod/resource/view.php?id=183048&direct=1>
2. Larson, A.M., 2004. **Democratic Decentralisation in the Forestry Sector: Lessons Learned from Africa, Asia and Latin America**, CIFOR.
http://www.cifor.cgiar.org/publications/pdf_files/interlaken/Anne_Larson.pdf
3. a. Appendix A. **Things Governments Do**. p.87-95. In: Bardach, E., 2000. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Chatham House Publishers. New York. (also available at: <http://www.questia.com>) : provide overview of 11 instruments in 1 or 2 slides, and include in hand out, team is to focus on b:
 - b. FAO, 2005-2008. FAO Policy Learning Programme Module 4: Policy and Strategy Formulation, Module 4: Policy and Strategy Formulation, Session 4: EXTRAPOLATE, **Ex-Ante Tool for Ranking Policy Alternatives**.

III. FOREST POLICY PROCESSES AND MEASURES

The purpose of this module is to enhance students' knowledge and understanding of processes, measures, instruments and tools for policy planning and implementation.

III.1. POLICY IMPLEMENTATION AND DECENTRALIZATION

DESCRIPTION: in this session students will study and explore different models in order to describe and explain the relationship between policy and action. Policy instruments are introduced and discussed and the case of decentralization is used to illustrate some of the issues in the relationship between policy and action.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: This session sets the stage for the following session focusing on different policy processes and instruments.

SESSION OBJECTIVES: Students will understand the value of modeling the public policy – action relationship and be able to explain different models and policy instruments and understand the main issues in decentralization in the forest sector.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: policy implementation models >>policy issues in decentralization in the forest sector (example of Bardach's policy instrument XI. bureaucratic and political reforms) >>overview of policy instruments or measures.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- d. Assignments hand out for next week (see hand out, under III.2, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under III.2) (10 minutes)

Hand Out III.2 – For Students to prepare for Session III.2. Institutional Analysis

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. Ostrom, E., 2008. **Design Principles of Robust Property-Rights Institutions: What Have We Learned?** Workshop in Political Theory and Policy Analysis, Indiana University and Center for the Study of Institutional Diversity, Arizona State University. (Available at: <http://dlc.dlib.indiana.edu/dlc/handle/10535/3785>)
2. Vatn, A. and A. Angelsen, 2009. **Options for a national REDD+ architecture. Chapter 5, pp. 57-74, In:** Angelsen, A. with Brockhaus, M., Kanninen, M., Sills, E., Sunderlin, W. D. and Wertz-Kanounnikoff, S. (eds) , 2009. Realising REDD+: National strategy and policy options. CIFOR, Bogor, Indonesia. (Available at: <http://www.cifor.cgiar.org/Knowledge/Publications/Detail?pid=2871>)
3. Durst, P., C. Brown, J. Broadhead, R. Suzuki, R. Leslie and A. Inoguchi (eds). 2008. **Re-inventing forestry agencies**-Experiences of institutional restructuring in Asia and the Pacific. Asia-Pacific Forestry Commission. FAO-RAP Publication 2008/5. Bangkok. (Overview and paper by C.T.S. Nair; p.1-18). (Available at: <http://www.fao.org/docrep/010/ai412e/ai412e00.htm>)

III.2. INSTITUTIONAL ANALYSIS

DESCRIPTION: Three different examples of the importance of institutions and ways to study them will be presented and discussed: how historical investments in institutional arrangements -for river basin governance- shape the future of these institutions, the prospects of payment for environmental services in the SE Asian uplands, and the need for (and experiences with) change in forestry agencies in Asia.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: This session builds on earlier discussions of institutional aspects and approaches.

SESSION OBJECTIVES: Students will be able to explain the importance of institutional arrangements in policy and policy change, and know how to analyze these.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: design principles property rights institutions >>building institutions for REDD >> change in forestry agencies.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- d. Assignments hand out for next week (see hand out, under III.3, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under III.3) (10 minutes)

Hand Out III.3 - For Students to prepare for Session III.3. Multi-Stakeholder Processes

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. FAO, 2006. **Understanding national forest programmes**. Guidance for practitioners. The National Forest Programme Facility, FAO, Rome (Available at: <http://www.nfp-facility.org/18735-1-0.pdf>) Focus on chapter 3, scan other chapters.
2. O' Hara, P. 2009. **Enhancing stakeholder participation** in national forest programmes. Tools for practitioners. The National Forest Programme Facility, FAO, Rome. (p.1-21) (Available at: <http://www.nfp-facility.org/18939-1-0.pdf>)
3. Gilmour , D.A., P.B. Durst & K. Shono, 2007. **Reaching Consensus-Multi-stakeholder processes in forestry: experiences from the Asia-Pacific region**, Asia-Pacific Forestry Commission, FAO-RAP, Bangkok. (focus in chapters 1,2,4 and 5, scan chapter 3). (Available at: <ftp://ftp.fao.org/docrep/fao/010/ai390e/ai390e00.pdf>).

III.3. MULTI STAKEHOLDER PROCESSES

DESCRIPTION: in this session students will study multi stakeholder processes with a focus on the framework for national forest programmes, the use of multi stakeholder processes in that framework and the status of multi stakeholder processes in Asia.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: In this session the application of some of the general process principles earlier discussed are illustrated in their application in forest policy analysis, formulation and implementation in general and in Asia.

SESSION OBJECTIVES: Students will be able to explain the key principles and practices proposed for national forest policy planning and implementation and the status of application of these principles in Asia.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: the national forest program as proposed framework for forest policy planning and implementation>> the use of multi stakeholder approaches in that framework>>the status of application of multi stakeholder processes in Asia.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- d. Assignments hand out for next week (see hand out, under III.4, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under III.4) (10 minutes)

Hand Out III.4 - For Students to prepare for Session III.4. Economic Analysis

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned paper (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

1. Othman, M.S.H., and A.N.A. Ghani, 2002. **Responses of Timber Concessionaires to Selected Policy Instruments: The Case Of Peninsular Malaysia.** EEPSEA Research Report, No. 2003-RR1. IDRC, Ottawa. (Available at: http://www.idrc.ca/eepea/ev-33035-201-1-DO_TOPIC.html)
2. Hartono, B.T, 2002. **Can Forest Plantations Alleviate Pressure on Natural Forests?: An Efficiency Analysis in Indonesia.** EEPSEA Research paper. IDRC, Ottawa. (Available at: http://www.idrc.ca/eepea/ev-25332-201-1-DO_TOPIC.html)
3. Nabangchang, Orapan, 2008. **Private Contributions Towards the Provision of Public Goods: The Conservation of Thailand's Endangered Species.** EEPSEA Research Report No. 2008-RR7, IDRC, Ottawa. (Available at: <http://www.idrc.ca/uploads/user-S/12429628791OrapanRR7.pdf>)

III.4. ECONOMIC ANALYSIS

DESCRIPTION: In this session three examples of economic policy analysis are studied and discussed. Topics include responses of timber concessionaires to different policy instruments, the question whether plantations can reduce pressure on natural forests and citizen's willingness to pay for conservation.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: This session is particularly relevant for session 10-12, when developing practical solutions for well defined policy problems.

SESSION OBJECTIVES: Students will understand and can explain how economic concepts and methods contribute to policy analysis.

PREPARATION:

By teacher:

- a. Introduction of session, with brief explanation of rationale for 3 papers: case of timber concessionaries' responses to policy instruments >> analysis of contributions from plantations to reduced pressure on natural forests >> investigating willingness to pay for conservation.
- b. Preparation of list of key points from each of three papers (basis of student presentations) as basis for comments on student presentations and for discussion questions (2 per assignment)
- c. Hand out student peer review of presentations (see under 'preparation by teacher, b.' above),
- d. Assignments hand out for next week (see hand out, under IV.1, below).

By students:

- a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')
- b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes
- b. Three presentations by student teams on topics:
 - maximum 10 slides
 - hand out based on slides
 - to be presented in 15 minutes (5 minutes Q&A)
- c. Three discussion groups (30 minutes discussion, 10 minutes sharing)
- d. Wrap up and next week's assignment (see hand out under IV.1) (10 minutes)

Hand Out IV.1 - For Students to prepare for Session IV.1. Overview and Introduction to the Eightfold Path

Proposed Activities:

1. All students need to read and take notes of the three readings
2. Assignments for preparation: 2 students each are assigned (6 students in total) for 1 paper each, with the following tasks:
 - study the assigned chapters of Bardach, 2000 (use guidelines presented in 'reading and note taking')
 - identify the key points for presentation
 - identify 2 key questions for discussion
 - prepare presentation (refer to guidelines in 'giving presentation') of maximum 10 slides to be presented in 15 minutes with:
 - key points
 - conclusions
 - 2 questions for discussion

Assignments

All groups read the **Introduction**, In: Bardach, E., 2000. **A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving**. Chatham House Publishers. New York. (also available at: <http://www.questia.com>).

Three teams study and present, based on Chapters in Bardach, 2000:

I: 1-3: Define Problem; Assemble Some Evidence; Construct The Alternatives

II: 4-5: Select Criteria; Project the Outcomes

III: 6-8: Confront the trade-offs; Decide; Tell your Story

IV. PRACTICING FOREST POLICY ANALYSIS

This module offers the opportunity for students to practice what they have learned in earlier sessions by applying Bardach's Eightfold Path to More Effective Problem Solving to one of five selected forest policy issues.

IV.1. INTRODUCTION TO THE EIGHTFOLD PATH

DESCRIPTION: Five forest policy issues will be selected by the teacher, an overview of the eightfold path presented, and three student teams present each their assigned part of the eightfold path. Students will also select the topic for their final paper,

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: In this session a framework for practical analysis will be presented to be used by students for preparing their own analysis of a selected policy issue. Lessons from earlier sessions are to be incorporated in this analysis.

SESSION OBJECTIVES: Students will understand and be able to use a practical approach to analyzing forest policy issues, and develop recommendations for solving the issue.

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PREPARATION:

By teacher:

a. Introduction of session, with 5 selected policy issues, brief overview of the eightfold path, and explanation of process for preparing papers (team formation, and what needs to be presented in two next sessions, when final paper will need to be handed in and grading).

b. Preparation of hand outs:

- list of 5 key policy issues with brief descriptions

-overview of eightfold path with brief descriptions

-schedule of work on papers (next week preparation and peer reviews of first drafts; next week after: preparation and peer reviews of second drafts; two weeks after end of course: hand final paper in form of memo to superior of maximum 2000 words).

e. Assignments hand out for next week (see hand out, under IV.2, below).

By students:

a. All students read assigned papers and make notes of key points (see under hand out I.2, 'reading and note taking')

b. Three teams of 2 students each prepare presentation of assigned paper (see hand out below).

DESCRIPTION OF ACTIVITIES:

a. Introduction to session by teacher: 10 minutes

b. Three presentations by student teams on topics:

-maximum 10 slides

-hand out based on slides

-to be presented in 15 minutes (5 minutes Q&A)

c. Plenary discussion and comments (20 minutes)

d. Students select topic of their choice (10 minutes)

e. Wrap up and next week's assignment (see hand out under IV.2) (20 minutes)

Hand Out IV.2 – For Students to prepare for Session IV.2. Presentations of First Drafts (First Four Steps on Eightfold Path)

Proposed Activities:

1. Students present their first working draft on their selected topic, covering the first four steps of the eightfold path (how they defined the problem, what evidence they have assembled, what alternatives have been constructed and what criteria will be used to select alternatives)
2. Students review the drafts of their peers in groups of 3. They review, comment and offer suggestions for clarification and improvement of the draft of their colleagues on a rotating basis, 20 minutes per draft.
3. The drafts should not exceed 2000 words.

IV.2. SHARING FIRST DRAFT FINDINGS

DESCRIPTION: Students will share their first working drafts of their papers on one of five selected forest policy issues. Students will present how they defined the problem, what evidence they have assembled, what alternatives have been constructed and what criteria will be used to select alternatives.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: Builds on session IV.1 and forms basis for session IV.3.

SESSION OBJECTIVES: Students will be able to demonstrate and share their knowledge and skills in analyzing forest policy issues. Students will benefit from comments from peers and lecturer on their first draft.

PREPARATION:

By teacher:

- a. Introduction of session (reminder of focus on first four steps in eightfold path, and explanation of peer review process: groups of 3 students are proposed by lecturer and review/comment each others' drafts; 3 x 20 minutes)
- b. Hand out list of student peer groups (3 students per group).

By students:

- a. All students prepare first working draft of their papers on their selected topic, covering first four steps (how they defined the problem, what evidence they have assembled, what alternatives have been constructed and what criteria will be used to select alternatives)

DESCRIPTION OF ACTIVITIES:

- a. Introduction to session by teacher: 10 minutes

b. Peer reviews of drafts: rotating peer review in which 2 students review, comment and suggest on the paper of third student: 20 minutes per paper, total 60 minutes.

c. Plenary sharing; groups share main comments and issues with all other students, facilitated by lecturer (20 minutes)

d. Wrap up by lecturer and next week's assignment (patch up present draft based on comments received and add the other 4 steps of the eight fold path). 20 minutes

Hand Out IV.3 – For Students to prepare for Session IV.3. Presentations of Second Drafts (Last Four Steps on Eightfold Path)

Proposed Activities:

1. Students present their first working draft on their selected topic, covering the last four steps of the eightfold path (how they projected what outcomes, how they dealt with the trade-offs, what they decided and what their story line will be).

2. Students review the drafts of their peers in groups of 3. They review, comment and offer suggestions for clarification and improvement of the draft of their colleagues on a rotating basis, 20 minutes per draft.

3. The drafts should not exceed 2000 words.

IV.3. SHARING SECOND DRAFT FINDINGS

DESCRIPTION: Students will share the findings of the second draft of their working group on one of five selected forest policy issues. The groups will present how they projected what outcomes, how they dealt with the trade-offs, what they decided and what their story line will be.

DURATION: 2 hours

POINTS OF INTEGRATION WITH OTHER SESSIONS: Builds on session IV.2 and forms basis for the final report to be handed in 2 weeks from now.

SESSION OBJECTIVES: Students will be able to demonstrate and share their knowledge and skills in analyzing forest policy issues. Students will benefit from comments from peers and lecturer on their second draft.

PREPARATION:

By teacher:

a. Introduction of session (reminder of focus on first four steps in eightfold path, and explanation of peer review process: groups of 3 students are proposed by lecturer and review/comment each others' drafts; 3 x 20 minutes)

b. Hand out list of student peer groups (3 students per group).

c. Hand out Tips and Template for Writing a Policy Brief (see below) and select one or more example(s) of policy briefs (see under 'examples of policy briefs' under 'sources of course materials')

Hand Out: Tips and Template for Writing a Policy Brief

Policy makers seldom have the time to read through all the literature related to a specific policy question. To make well-informed decisions, they rely on short, tightly written briefs that quickly and cogently relay the important policy facts, questions, and arguments about an issue.

Characteristics of a Good Policy Brief

A policy brief must advance a persuasive argument in a concise, clearly organized fashion. A policy brief does not include a lengthy analysis or review of the literature.

General Outline for a Policy Brief

Introduction:

- Begin with a brief **overview** and **state the problem or objective**.
- Map where your argument will take the reader and **explicitly outline your thesis**.

Recommendations:

- Clearly state your **recommendations** up front.

Background:

- Outline brief history or **background** relevant to the theme.

Analysis:

- **Constructively criticize** arguments, ideologies, and the quality of technical evidence.
- Use **evidence** from literature and other sources to support your perspectives and advance your recommendations.

Conclusion:

- Conclude with a **persuasive argument** and **summary statement**.

Note: Place recommendations and most effective evidence in sidebars or boxes. However, be sure not to overuse such graphics and sidebars.

Source: Anon, n.d. (See Examples of Policy Briefs)

By students:

a. All students prepare first working draft of their papers on their selected topic, covering first four steps (how they defined the problem, what evidence they have assembled, what alternatives have been constructed and what criteria will be used to select alternatives)

DESCRIPTION OF ACTIVITIES:

a. Introduction to session by teacher: 10 minutes

b. Peer reviews of drafts: rotating peer review in which 2 students review, comment and suggest on the paper of third student: 20 minutes per paper, total 60 minutes.

c. Plenary sharing; groups share main comments and issues with all other students, facilitated by teacher. (20 minutes)

d. Wrap up by lecturer and arrangements for handing in final paper (patch up present draft based on comments received and prepare the final story in the form of a memo of maximum 2000 words to the minister of forestry). 20 minutes

5. ADDITIONAL MATERIALS AND SOURCES

To adapt or expand the course so as to fit the specific needs of the students' curriculum, additional materials and sources are provided in this chapter.

First additional materials and sources are provided to assist in expanding or changing the sessions in each of the four main prototype modules. These materials or sources are also recommended for lecturers to be used as study materials, enabling them to become more proficient in guiding students, if and as needed. In the last section of this chapter we provide some sources and materials addressing topics that have not been addressed in the prototype course, but are relevant for forest policy analysis.

I. INTRODUCING POLICY AND POLICY ANALYSIS

What is public policy?

One out of a large number of useful sources or textbooks on 'what is public policy' is the on line textbook, plus study hints and test questions (see reference in Chapter 4, under I.2.):

Anderson, J.E. , 2005. Public Policymaking: An Introduction. Sixth Edition. Wadsworth Publishing. (Available at: http://college.cengage.com/polisci/anderson/public_policy/6e/students/index.html).

Knill, C. and J. Tosun, 2008. Policy Making. Chair of Comparative Public Policy and Administration. Department of Politics and Management. University of Konstanz. Working Paper 01/2008 (Available at: http://kops.uni-konstanz.de/volltexte/2008/6352/pdf/WorkingPaper2008_01.pdf)

For other similar textbooks on public policy see: http://www.amazon.com/Public-Policymaking-Introduction-James-Anderson/dp/0618506861/ref=sr_1_2?ie=UTF8&s=books&qid=1260845400&sr=1-2 (under "customers who bought this, also bought:").

See also:

Swanson, D., and S. Bhadwal (eds.). 2009. Creating Adaptive Policies: A Guide for Policy-making in an Uncertain World. Sage/IDRC (available at: http://www.idrc.ca/en/ev-145152-201-1-DO_TOPIC.html)

What is policy analysis ?

Two handbooks and one additional source are recommended:

Moran, M., M., Rein, R.E. Goodin, (eds)., 2006. The Oxford Handbook of Public Policy. Oxford University Press, USA. (for large part available through Google Books)
See particularly Chapter 20. Rhodes, R.A.W. Policy Network Analysis , p. 435-447. To be considered for inclusion in one of the existing sessions or one of the materials in a session dedicated to policy networks and communities. (see also below: Kenis and Schneider).

Fischer, F., G.J. Miller and M.S. Sydney (eds.), 2007. Handbook of public policy analysis: theories, politics and methods. CRC Press, Boca Raton, USA (partially available through Google Books)

See also: Kenis, P. and V. Schneider, 2007. Policy networks and policy analysis: scrutinizing a new analytical toolbox. Chapter 2, p. 25-49, In: Fischer, F., G.J. Miller and M.S. Sydney (eds.), 2007. Handbook of public policy analysis: theories, politics and methods. CRC Press, Boca Raton, USA. (Also available at: <http://www.uni-konstanz.de/FuF/Verwiss/Schneider/pubVS/91PKVS-Polnets.pdf>).

Sabatier, P.A., 1999. Theories of the Policy Process. Westview Press, Boulder, USA. (Available at [http://scholar.google.co.th/scholar?hl=en&rlz=1C1GPEA_enTH334TH334&q=author:"Schlager"+intitle:"A+comparison+of+frameworks,+theories,+and+models+of+..."&um=1&ie=UTF-8&oi=scholar](http://scholar.google.co.th/scholar?hl=en&rlz=1C1GPEA_enTH334TH334&q=author:); also available at: <http://www.questia.com>)

See particularly Chapter 9. Schlager, E. A Comparison of Frameworks, Theories and Models of Policy Processes. (available in same source as Sabatier).

II. FOREST POLICY AND INSTITUTIONS

Forest Policy

Two sources recommended by Dr. Dodik Ridho Nurrochmat, IPB, Indonesia, are:

Fraser, A.I. 2002. Making Forest Policy Work. Kluwer Academic Publishers. The Netherlands.

Krott, M. 2005. Forest Policy Analysis. Springer.

See also:

Introduction to Forestry, Forest Policy and Economics – An open and interactive learning resource-

Forest Policy : at http://foper.unu.edu/course/?page_id=119

See also:

(Journal of) Forest Policy and Economics, at:

http://www.elsevier.com/wps/find/journaldescription.cws_home/620157/description#description

Institutions

An excellent paper on institutions, learning and change is:

Mantzavinos, C., D.C. North and S. Shariq., 2003. Learning, Institutions, and Economic Performance. Preprints of the Max Planck Institute for Research on Collective Goods Bonn. 2003/13.

(Available at: <http://ideas.repec.org/e/pno11.html>)

Kant, S. and R.A. Berry (eds.). 2005. Institutions, Sustainability and Natural Resources. Institutions for Sustainable Forest Management. Springer, The Netherlands.

(partially available at:

http://books.google.co.th/books?id=jLNJg9SSVdAC&dq=shashi+kant+institutions&printsec=frontcover&source=bl&ots=ftal1s1lu0&sig=GDnJpIo90jAqtFSdVBwxIW-G_EE&hl=en&ei=QxknS_L3CM6IkAXA7cXzDA&sa=X&oi=book_result&ct=result&resnum=3&ved=0CA0Q6AEwAg#v=onepage&q=&f=false)

See also:

Orstrom, E. 2009. A polycentric approach for coping with climate change. World Bank Policy Research Working Paper Series No. 5095. (Available at: <http://ideas.repec.org/p/wbk/wbrwps/5095.html>)

And other papers by Orstrom at: <http://www.iascp.org/> as well as more digital resources on the commons at: <http://www.iascp.org/resources.html>. (also note The International Journal of the Commons, in the list of digital resources !)

For forest tenure see:

The Rights and Resources Initiative – Supporting Forest Tenure, Policy and Market Reforms at: <http://www.rightsandresources.org/index.php> and the resources (publications and other on line resources) including:

RRI, 2009. Who Owns the Forests of Asia? An introduction to the forest tenure transition in Asia, 2002-2008 (available at: http://www.rightsandresources.org/documents/files/doc_1343.pdf)

III. FOREST POLICY PROCESSES AND MEASURES

Many of the contributions of the journal on Forest Policy and Economics address policy implementation issues and policy instruments. Access to these sources requires however subscription to the journal. See for details at: <http://www.sciencedirect.com/science/journal/13899341>.

A good example is:

Cubbage, F., P. Harou· E. Sills. 2007. Policy instruments to enhance multi-functional forest management. In: Forest Policy and Economics, Vol.9, Issue 7, April 2007. p. 833-851.

A topic (or rather: field) not addressed in the course is public administration, see for example:

Turner, M. 2002. Choosing Items from the Menu: New Public Management in Southeast Asia. In: International Journal of Public Administration, Vol. 25, 2002 (also available at: <http://www.questia.com>)

Multi stakeholder processes

Wageningen International, 2004-2009. MSP Resource Portal – Building your capacity to facilitate multi-stakeholder processes and social learning. (Available at: <http://portals.wi.wur.nl/MSP/?page=1180>).

OTHER TOPICS

There are many other topics and issues that can be considered for inclusion in a course on forest policy analysis. These include research methods such as interviewing informants, key informants and focus groups. For many of these relevant methods, see under ‘tools’ of the Wageningen, MSP Resource Portal, and also see Bardach, 2000, Part II, Gathering data for policy research.

Another theme not explicitly addressed is the linkage between research and policy or the case for evidence based policy.

Sources for this topic include:

Carden, F. 2009. Knowledge to Policy: Making the Most of Development Research. Sage/IDRC. (available at: http://www.idrc.ca/en/ev-135779-201-1-DO_TOPIC.html)

Tyler, S.R. and H. Mallee. 2006. Shaping policy from the field. Chapter 17. In: Tyler, S.R. (ed). 2006. Communities, Livelihoods and Natural Resources- Action Research and Policy Change in Asia. Practical Action Publishing/IDRC (available at: http://www.idrc.ca/en/ev-97782-201-1-DO_TOPIC.html).

Tabor, S.R. and D.C. Faber. 1988. Closing the Loop: From research on natural resources to policy change. (Policy Management Report No. 8). Maastricht: European Centre for Development Policy Management (available at: <http://www.ecdpm.org/>)

See also:

ODI-RAPID: Research and Policy in Development at: <http://www.odi.org.uk/programmes/rapid/>
See publications such as the recent 'Helping researchers become policy entrepreneurs', providing a practical approach and tools for those interested in policy influence, and 'Knowledge, policy and power' exploring the interface between research and development policy.

IIED: Power tools: for policy influence in natural resource management at:: <http://www.policy-powertools.org/>

The 26 power tools provide a wide range of techniques, tactics and tips based on experience in natural resource management around the world. They are available both as two-page summaries and as full-length reports. They are intended to offer sets of adaptable ideas rather than finalised blueprints for action.

To help users find the ideas they are looking for, we have loosely grouped the set of power tools into a simple arrangement that conveys the sense of an ongoing cycle of action and reflection. There are four overlapping groups of tools - for understanding, for organising, for engaging and for ensuring. Each of these loose categories is explained further on its own page. You can click through on the menu bar above or the image below.

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FAO, 2005-2008. FAO Policy Learning Programme Module 4: Policy and Strategy Formulation Session 1: Making Sense of Policy Processes. EASYPol – On line resource materials for policy making. (Available at: http://www.fao.org/docs/up/easypol/540/4-1_basics-POLICY_ANALYSIS_PROCESS_170EN.pdf and: http://www.fao.org/docs/up/easypol/541/4-1_making-sense_policy_process_169EN.pdf)

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⁴ In case the links provided here are no longer working, use a search engine (such as Google or Yahoo) to retrieve the publication.

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