

Using games and role-play in facilitating participatory forest landscape governance in Asia- Pacific

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workshop
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Professional background

Professional experience (Asia-Pacific focus):

- Researcher and lecturer (incl. UEF)
- RECOFTC - Capacity development organisation working on forest landscape governance
 - Government
 - CSOs
 - Local communities
 - Researchers
- Environmental Investigation Agency - Investigations and advocacy focusing on illegal timber trade
- Consultant for EU and RECOFTC focusing on deforestation and restoration in Southeast Asia
- Currently working for FAO with governments in Southeast Asia to understand climate mitigation impacts of social forestry





RECOFTC

Established in 1987

Based in Bangkok, offices throughout Asia-Pacific

Supporting development of community forestry

RECOFTC “strengthens capacities, rights and governance to ensure that local people can maintain and benefit equitably from sustainable forest landscapes in the Asia-Pacific region...

...collaborate with governments, communities, businesses, academia and civil society organizations”.



Capacity development

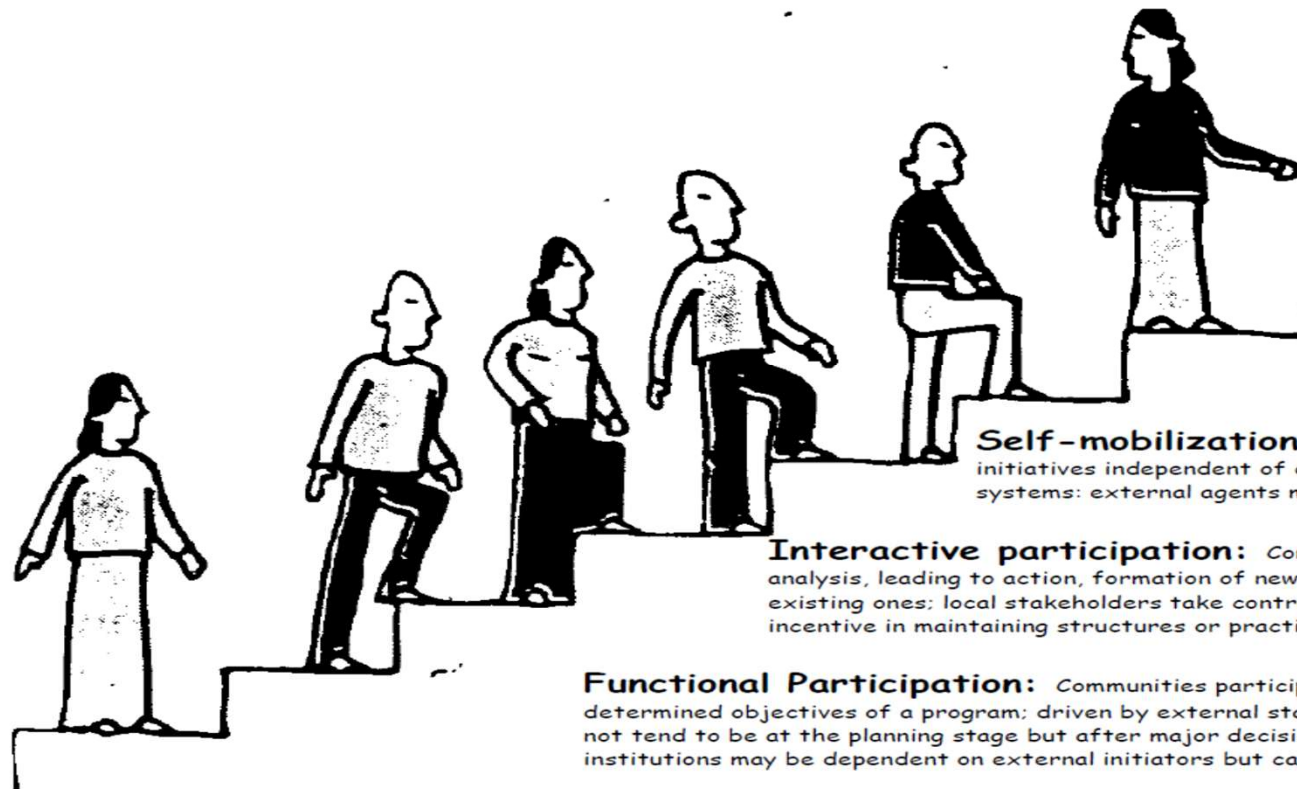
Starting point - Capacity and system development needs assessment

Training approach - experiential, participatory, and action-oriented, based on adult learning principles.

Empowering participants to become agents of change

Consideration of attitudes, knowledge and skills - involves moving beyond comfort zones





Self-mobilization: communities participate by taking initiatives independent of external institutions to change systems; external agents may play facilitating or catalytic role.

Interactive participation: Communities participate in joint analysis, leading to action, formation of new local groups or strengthening of existing ones; local stakeholders take control over local decisions, giving them an incentive in maintaining structures or practices.

Functional Participation: Communities participate by forming groups to meet pre-determined objectives of a program; driven by external stakeholders; such involvement does not tend to be at the planning stage but after major decisions have been made; such institutions may be dependent on external initiators but can also become self-dependent.

Participation by consultation: Communities participate by being consulted, and external stakeholders consider their knowledge and interests; outsiders define both problems and solutions but may modify these based on local people's responses; process does not concede any share in decision-making and outsiders are under no obligation to take on board people's views.

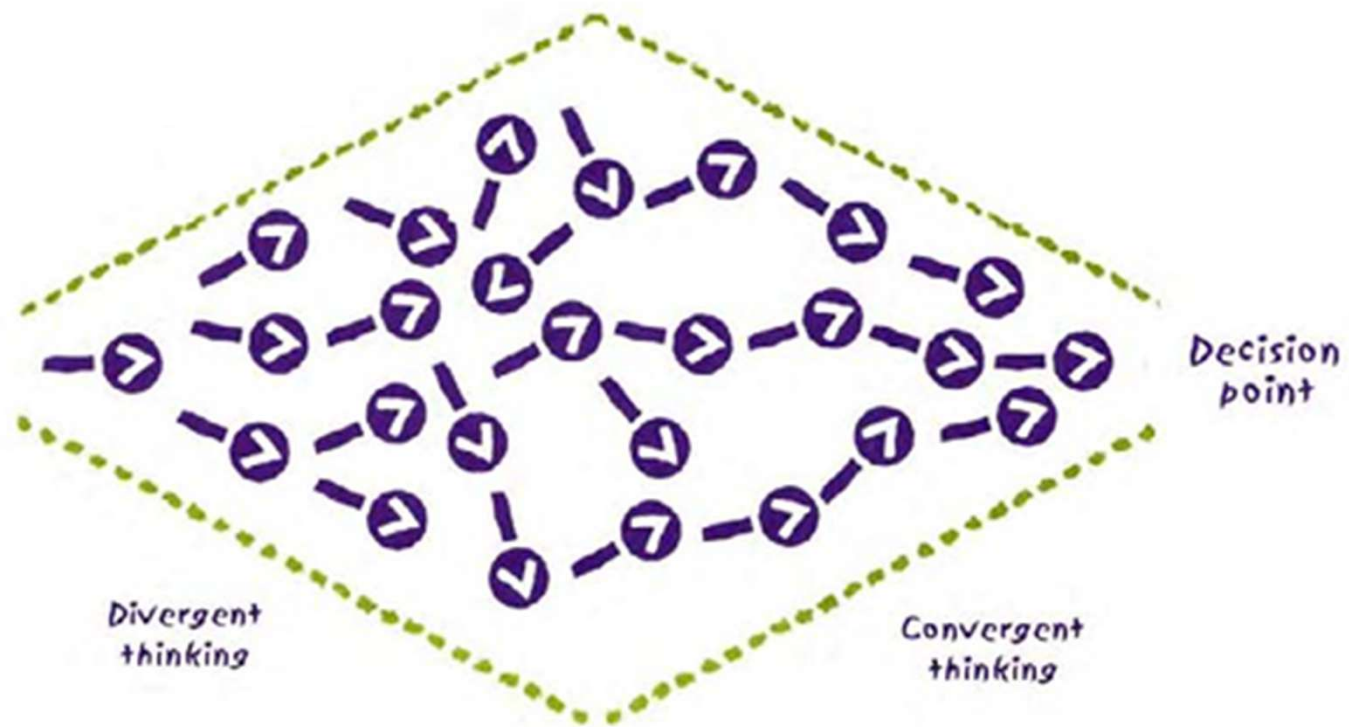
Participation by information giving: Communities participate by answering questions posed by external stakeholders or project staff; they do not have opportunity to influence decision-making as findings are not shared.

Passive participation: Decisions made by powerful 'external' stakeholders only; local communities participate by being told what is going to happen or has already happened.

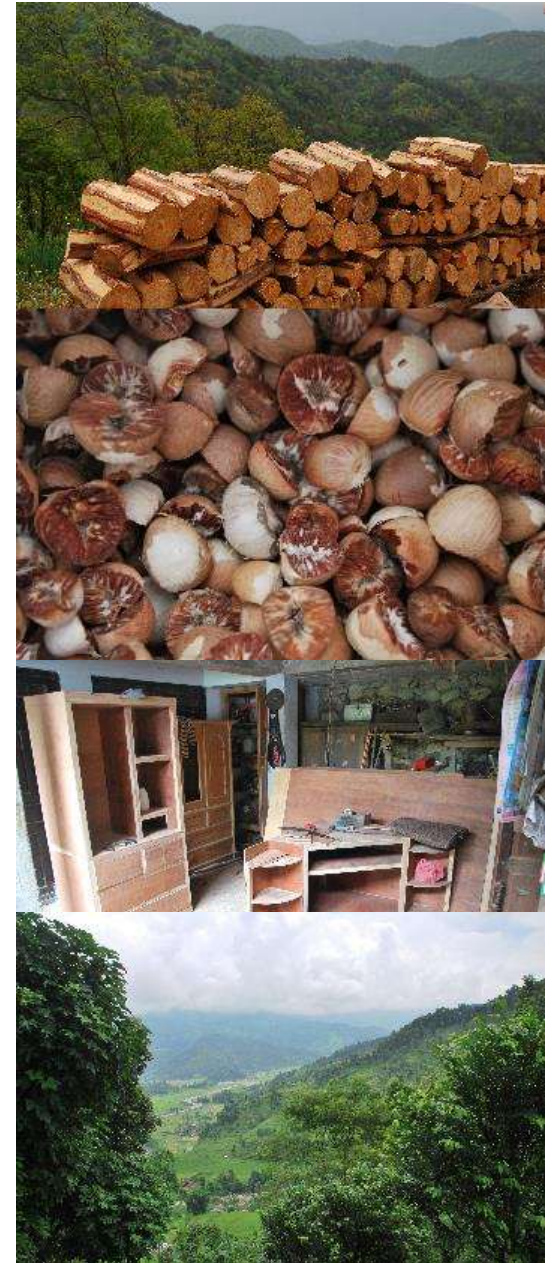
Core principles of participatory decision making



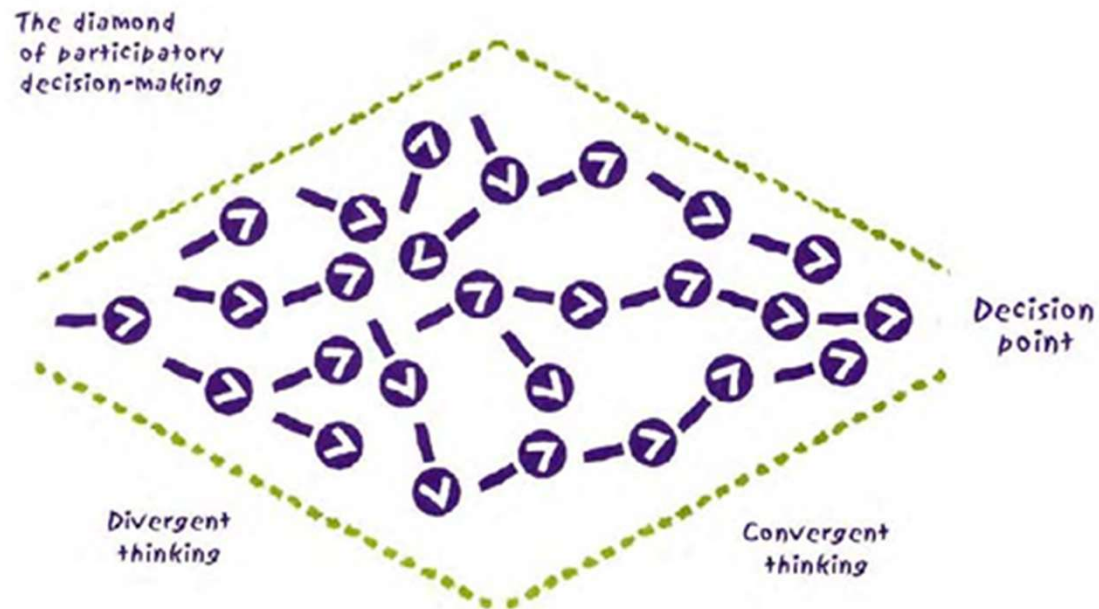
The role of “games” in participatory decision making



RECOFTC. 2002. The art of building facilitation capacities.
<https://www.recoftc.org/sites/default/files/publications/resources/recoftc-0000214-0002-en.pdf>



The role of “games” in participatory decision making



Role of Facilitator

- ☐ Alert the group of 'business-as-usual' discussions
- ☐ Help the group avoid making decisions too quickly by pointing out how limited their input is
- ☐ Encourage everyone to contribute
- ☐ Think about the tools and skills needed for learning about other diverse points of view
- ☐ Suggest ways to structure thinking activities
- ☐ Honor everything everyone says
- ☐ Don't ask people to revise or reconsider their opinions
- ☐ Encourage people to raise difficult issues or challenges

Recognising and addressing power dynamics



Exercise 1 – making decisions

- Linked to training objectives and learning process
- Example 1 uses in trainings on:
 - Facilitation
 - Participatory action research
- Exercise can be amended for complexity



Spend the money!

You are a group of meeting delegates who all work for a successful international non-government organization. In the last few years your organization has been through many changes and you have all had to work very hard and many extra working hours.

Recently there has been an announcement that as the staff of the organization have been working so hard recently with no extra pay the board of directors has allocated a total amount of US\$ 10,000 for a staff retreat and entertainment weekend. There are up to 200 staff in your office.

As a group you now need to decide how to spend the money!

The only constraints are:

- all employees have to go to the same place and participate in some of the same activities
- the US\$ 10,000 must be spent on one weekend break and cannot be divided into smaller sums for different activities



Facilitation skills self assessment form

Explanation

The table below lists a variety of facilitation skills. Read each skill and reflect as to how much you have mastered this facilitation skill. Rank yourself from 1 (=poor) to 5 (=highly skilled). Then rank yourself how you wish to be, keeping in mind the types of activities you will have to facilitate.



Facilitation skill	Rank now	Want to be
1. Listen attentively		
2. Observe body language and group interactions		
3. Ask the group questions		
4. Answer questions from the group		
5. Summarize what somebody has said		
6. Summarize group discussions		
7. Give feedback to individuals		
8. Give feedback to a group		
9. Be open to receive feedback from the group		
10. Encourage quiet people to speak		
11. Encourage dominant people to listen to others		
12. Facilitate an open discussion during which all group members can share their ideas and participate		

Exercise 2 – responses to limited resource

- Aim of the session (exercise):
 - Training on transforming forest conflicts: Shared understanding of how people can respond when there is limited resource
 - Training on PAR: Understanding the different power dynamics that can be encountered in social research
 - Use in PAR: Ice-breaker and shared understanding of how a local community may respond to limited resource and how this reflects reality
- Time: 15-30 mins
- Process:
 - Select 2 observers
 - Select 15 participants
 - The newspaper is a resource to which community members have access. Adjust size of the paper according to the number of participants.
 - If time permits start with large paper so that participants can all comfortably access. Then on second round use much smaller resource so that not all can access.
 - 30 seconds for all participants to stand on the newspaper and claim their resource
 - No feet can be touching the floor after the time is up
 - Select participants and ask what they did in the exercise
 - Ask observers what they noted



Exercise 2 - reflection

- Did everyone claim a share of the resource?
- How did everyone respond?
 - Accommodative
 - Avoider
 - Collaborator
 - Compromiser
 - Controller
- Consider this in context of conducting social research
 - Power
 - Rights
 - Participation



Exercise 3 – Role play

Objectives. At the end of the session participants:

- Can distinguish the difference between the roles of a facilitator, an (old fashioned) extensionist and an expert/lecturer.
- Can explain the importance of a facilitator being content neutral and process guide



Lecturer/expert role-play guidelines



Lecturer/expert role-play

Your group has ten minutes to prepare a five minute role-play. One of your group will play a lecturer/ expert while the other group members are farmers. The following characteristics of an expert/ lecturer may help you prepare your role-play.

A lecturer/expert is somebody who...

1. has to be an expert and have all the answers
2. comes with a prepared presentation
3. is not interested in the knowledge or background of the farmers
4. focuses on theories
5. is fully in charge of both content and the process
6. does most of the talking
7. only allows questions at certain times.



Extensionist role-play guidelines



Extensionist role-play

Your group has ten minutes to prepare a five minute role-play. One member of your group will play a ranger while the other group members will act as farmers. The following characteristics of an extensionist may help you in preparing your role-play.

An extensionist is somebody who...

1. has a new technology/intervention that (s)he has to pass on to farmers
2. highlights the advantages of the new technology/ intervention and ignores the disadvantages
3. tries to sell his/her ideas like a salesman
4. is in charge and directs the group
5. allows questions, but answers them in a biased way
6. does not listen well to the problems of the farmers



Facilitator role-play guidelines

Facilitator role-play

Your group has ten minutes to prepare a five minute role-play. One member of your group will play the role of a facilitator while the other group members act as farmers. The following characteristics of a facilitator may help you in preparing your role-play.

A facilitator is somebody who...

1. listens most of the time to experiences, inputs and problems of the farmers
2. support farmers to share experiences and learn by themselves
3. is not in charge of the content
4. ensures equal participation and mutual understanding
5. gives information to help the farmers improve their decision-making skills
6. avoids controlling the outcome



Exercise 4 - SFM

1. Place two photos of different forest conditions on opposite walls in the training room or show on PowerPoint slides.
2. Ask participants: If you are going to buy wood to build your house, which forest would you like the wood to come from?
3. Facilitate a short discussion based on some of these questions:
 - a) Which of these forests do you want to buy the wood from?
 - b) Why did you choose this forest?
 - c) Which key characteristics did you observe in terms of forest condition?
 - d) Which timber quality do you expect from the forest you selected?
 - e) How do you know that your choice can guarantee a forest that continues to regenerate wood for future use?
4. Write down responses on a flip chart and discuss the answers with the participants. Some key ideas that should be discussed include forest management practices, availability of quality forest products and services, legality of the wood market and price, and whether the wood is certified.



RECOFTC. 2022. *Sustainable forest management and legal trade of forest products: Pathways towards certification*. Bangkok, RECOFTC.

Resources

RECOFTC materials:

https://drive.google.com/drive/folders/18OdNk5mKSXSDOvGLLC-BXONxOthwZCMz?usp=drive_link

