Focus Group Discussion: Driver of Change								
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N°	Name	Occupation	Address (Hamlet/Neighborhood)	Group
1				Women
2				
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FOCUS GROUP DISCUSSION

DRIVERS OF CHANGE

Objective:

- *to identify villagers' perceptions concerning environmental services provided by forest*
- *to assess the trend in these forest services' provisioning through time*
- *to understand the link between forest environmental services and forest cover from villagers' perceptions*
- *to capture local people's ability to identify drivers of change in forest cover : both forest degradation and forest recovery*
- *to better understand the possible motivations and incentives that could lead to decrease forest degradation*

Participants: 10 participants. As we'll address changes that have occurred for several years, even decades, we will select people that have stayed in the village for a long time. The group will be made up of women and men, both equally represented. The FGD will be conducted with this entire group, women and men all together. Facilitator will have to make sure that everybody equally participates in the discussion. He may use a talking stick which could be used in two ways: to ensure that only one person is talking at a time and to persuade people to talk when they hold the stick.

Duration: 2h-3h

1 - ***Benefits from forest (Forest ecosystems services)***

Objective: To capture villagers' perceptions and understanding of different types of forest ecosystem services provided by forests and the importance/benefits of these services for the life and livelihoods of the people in the village
Duration: 30'
Indicators:

- Dependency on natural resources
- Common knowledge

Questions:

1. We would like to know what benefits the forest gives to you, your household and your village? *(the aim of this question is to capture the perceptions of the villagers concerning the ecosystem services)*
2. *The facilitator writes down the benefits on a flip chart paper. Encourage participants to go beyond forest products e.g. clean water, clean air, erosion control, disease/pest*

control, pollination, seed dispersal, tourism, microclimate regulation, land reserve for future, cultural value(s), aesthetic value(s)

3. Why would you say these are beneficial? ***(Refer to the following table)***? *Write down these responses on flip chart papers.*

Table 1. List of Forest Benefits

Benefits of forest	**Why?**
1. *Source of water* 2. *Prevent erosion* 3. 4. 5. 6. 7. 8. 10.	*We use it for drinking, etc.* ….

As these various forest services may have evolved in different ways through time, we'll address the forest services the villagers have identified as **the five most important**. These services will be chosen after consultation with the participants.

2 – *Forest ecosystem services trends*

The first step of the FGD helped us to understand how the forest contributes to the local population's life. After this first activity and using the forest service list, we'll ask people to compare the current services the forest provides with the previous quality of these same services. To make it more visual, we'll use a timeline.

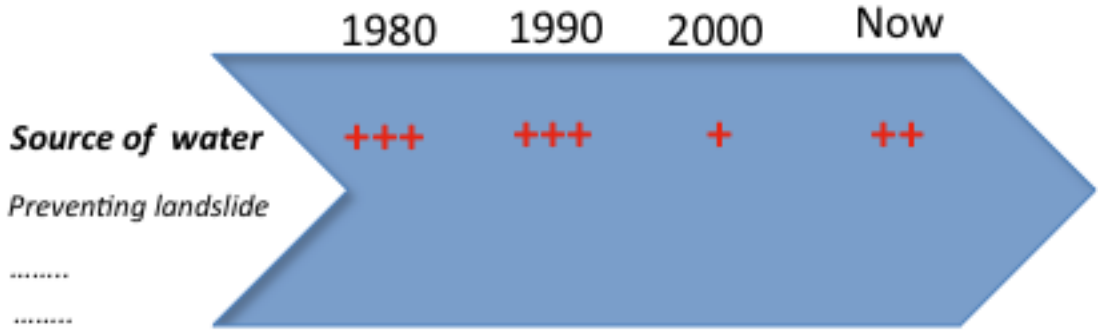
For the timeline, we use village past events as time references to make it easier for people to refer to the past. These events were identified previously through key informant interviews on General Information.

The timeline will be filled with "**+**" and "**-**". Forest services will be addressed one by one.

The formal dates that are used (2000, 1990, 1980…) are approximations of the ten-year period, from one period to another. The years used in this activity can be replaced with past events that occurred in the village, when these events are easier to understand than the years.

First, the facilitator should ask how participants qualify the quality of the current forest services. The word "quality" can be changed to "condition" to make it easier understand. One **"+"** shall be used for a good quality, two **"++"** for a very good quality, three **"+++"** for an outstanding quality. On the opposite, one **"-"** will represent a poor quality of this forest service, two **"- -"** a very bad quality, three **"- - -"** will be used for an awful quality. Then, the facilitator shall compare the year 2000 with now. The symbol used wills both represent the absolute quality (good/very good/bad/…) and the relative quality compared to now (see the example below). Once this is done, the facilitator shall ask the participants to qualify the ecosystem services quality in the year 1990. Again, the result of it is to represent the absolute and relative quality. The 1990's quality is determined by comparing the forest ecosystem service quality in 1990 to 2000 and now. To finish, the facilitator shall proceed the same way with the year 1980.

Example: Participants qualified the present quality of "Source of water" as very good. Then, they shall draw in the "Source of water" row and in the "Now" column, "**++**". After having been asked how was the "Source of water" 's quality in 2000, the participants agree on the fact that it was good quality as well, so we know it is on the positive "quality" spectrum. To decide where on the spectrum it falls, the facilitator shall check if this quality was better or worse than now, or similar. If the quality was worse, we will only use one "**+**", if it was similar two "**+**". If it was better, three "**+**" will be drawn. In this example, let's say that the quality was worst (even if still good), using therefore only one "**+**". Concerning the 1990 year, the participants state that the quality at that time was also OK. We then will keep going with using "**+**" symbol. The facilitator shall check if the quality was better/worse or similar with 2000. Let's imagine that the participants answer that it was better. Then, because it is better than 2000 (for which, participants used only one "**+**"), we will use more than one "**+**", but we still don't know how many exactly. For this reason, the facilitator shall also check if the quality in 1990 was better or similar compared to now. If the quality was similar, we should use as many "**+**" as used for Now (so "**++**"). If it was even better, participants shall draw three "**+**". To finish, the facilitator asks the participants to qualify the quality of the forest service in 1980. The quality was actually similar to the quality in 1990. The same symbol will be used for these two years.



Q : How do you qualify the current quality of this forest service ?

Q : How would you qualify its quality in 2000 was it better/worse/similar than now ?

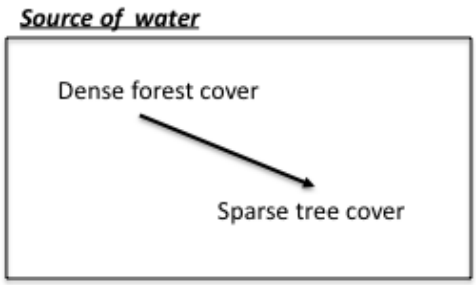
Q: How would you qualify its quality in 1990 was it better/worse/similar than in 2000 ? And was it better/worse/similar than now ?

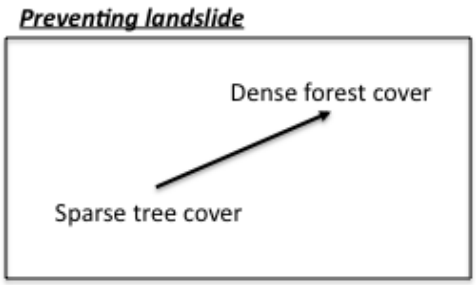
Q: How would you qualify its quality in 1980 was it better/worse/similar than in 1990 ? And was it better/worse/similar than now?

Proceed in the same way for each forest services you obtained in the previous step.

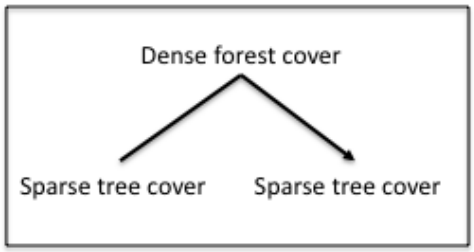
3 – Linking changes in ecosystem services and change in forest cover - Familiarization with the notions of Degradation and Forest recovery

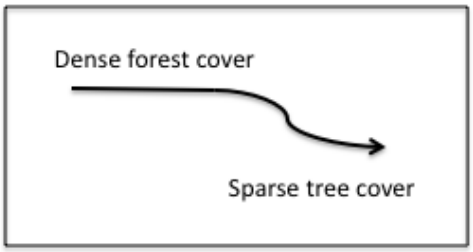
Once the time frame is filled, we'll highlight the changes in forest ecosystem services that have occurred. Based on this observation and for each forest ecosystem service individually, the facilitator shall ask to the participants if these trends are linked to forest cover changes. If yes, participants will be asked to draw a diagram of this change trend.





The trends could also be less simple, as follow:





Q : Are the changes in this forest ecosystem service's quality linked to changes in forest cover?

If the answer is yes:

Q : Why do you think the changes in forest ecosystem services are linked to changes in forest cover ? If possible, detail the linkages made between each forest ecosystem service and changes in land cover.

If the answer is yes :

Q : Could you represent with a diagram how forest cover has changed over the years ?

Supported by these trends' diagram, the facilitator shall introduce the two notions of "Forest degradation" and "Forest recovery". A trend that starts from a sparse tree cover situation to a denser forest will help to introduce the idea of **Forest recovery**. On the opposite, a diagram showing a situation of dense forest that has been reduced to a sparse tree cover will help to come up with a definition of **Forest degradation**.

4 - Reasons of changes

The facilitator shall select two diagrams which will be used for the next steps: one presenting a Forest degradation situation and another one presenting a forest recovery situation. For each situation, the facilitator shall bring to the discussion the topic of what cause(s) these change(s).

Q : What has induced these changes in forest cover ? And how do you explain these changes in forest cover?

Participants should represent those causes on a sheet of paper. The facilitator could help by writing or drawing the changes that happen in the forest. Beneficial and negative causes will be written on paper of different colors.

The following questions may be asked in order to help the respondents to answer the previous question. These are not compulsory questions but are here to facilitate.

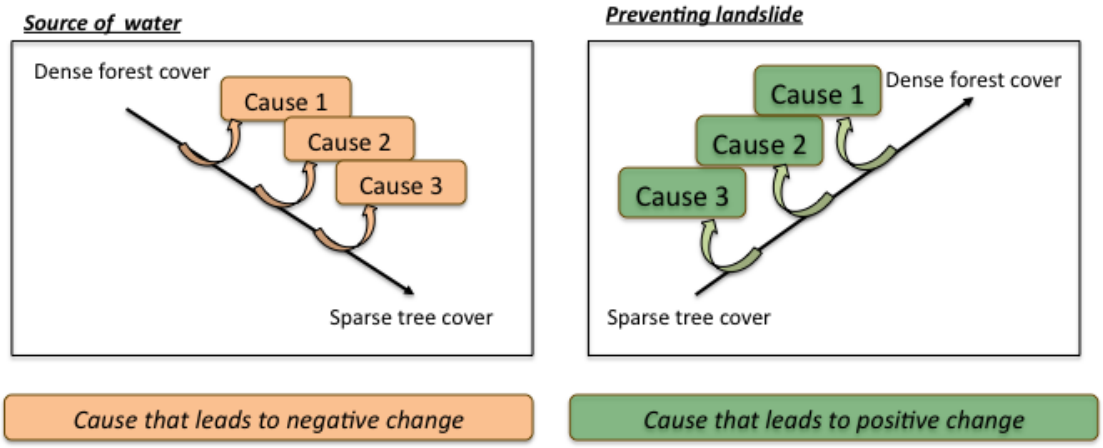
Q : Have you noticed any *human-caused changes* to your forest? (E.g. Impacts from dams, mining, logging companies, oil palm plantations, tourism activities etc.)

Q : Are there any local, district or national environmental regulations?

Q: Are there any natural events occurring every year that can be identified as causes of the changes we've been talking about in this FGD? (Earthquakes, floods, hurricanes, fires, animal migration, etc.) How often do these events occur? How do you deal with these events?

Participants should represent those events on a paper. The facilitator could help by writing or drawing them in a flipchart paper.

Once the participants have enumerated the causes of change for the two diagrams, the facilitator may ask if any other causes come to their minds or if there are any other causes that have not been yet mentioned.

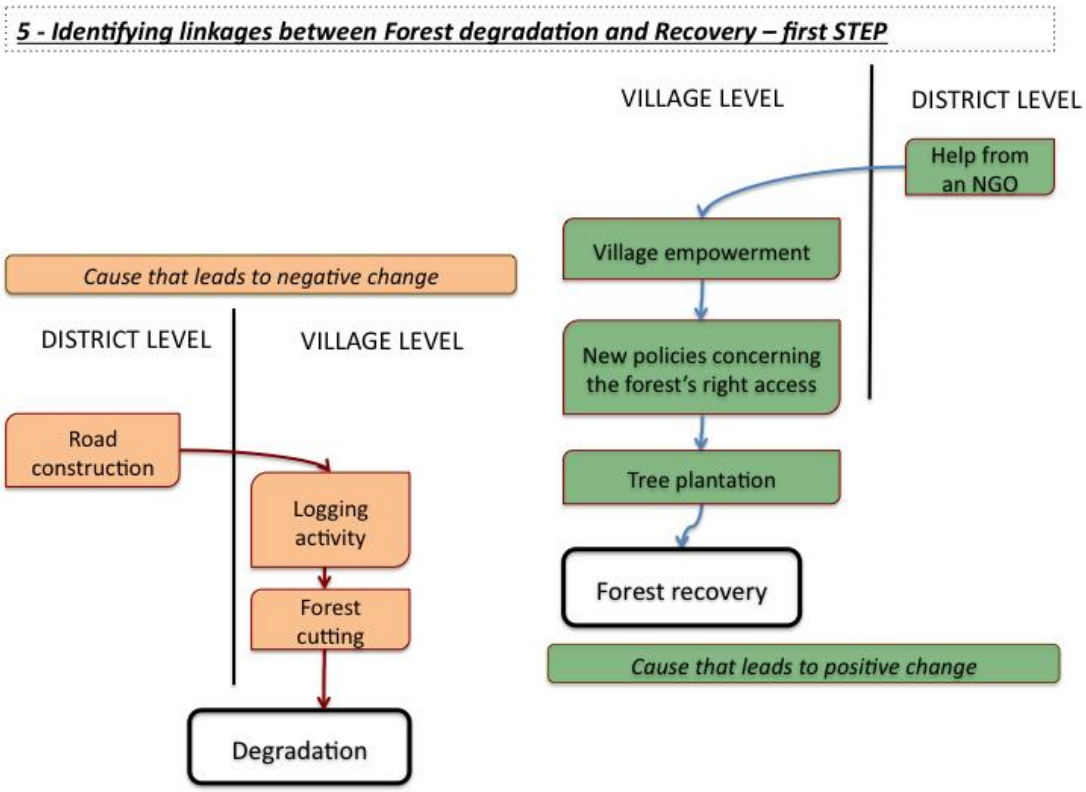


5 - Identifying linkages between Forest degradation and Recovery

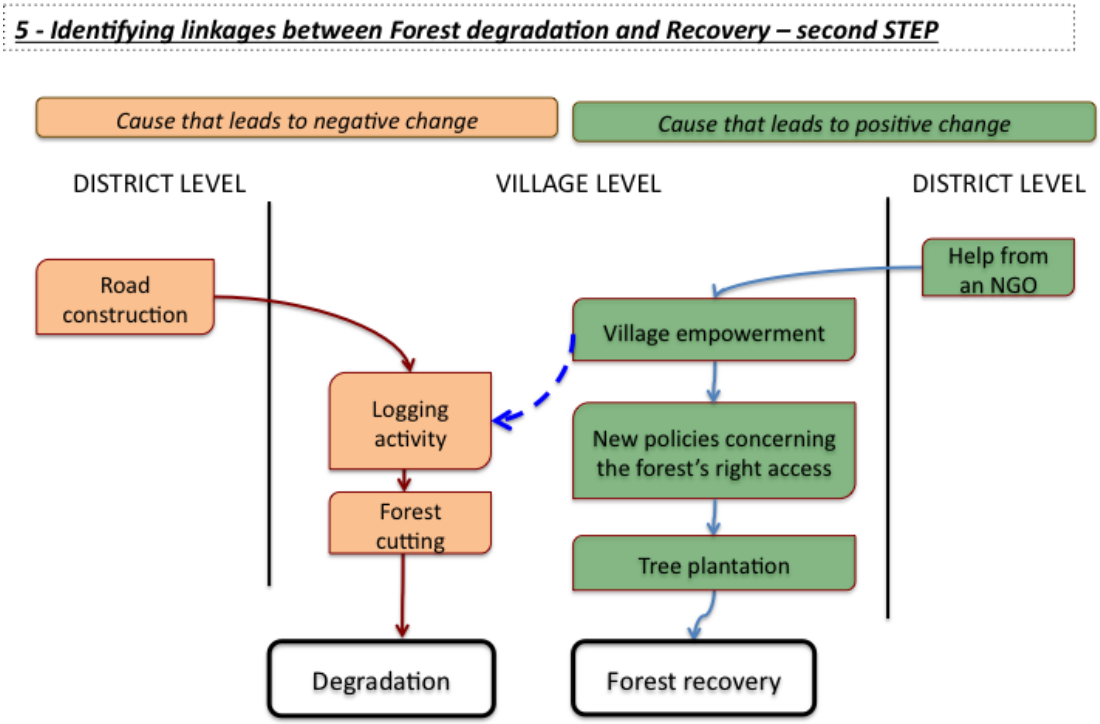
Using the papers on which are written the causes identified previously, participants should arrange them and make links if there's any between those about forest degradation and those about forest recovery. These links will be represented by arrows. Causes will be sorted depending on the scale (village, district…).

Important note: Don't try to link every single change in forest services with one or several causes. As said before, villagers only have to link causes between themselves AND with the general notions of Forest Degradation and/or Forest Recovery.

Example: Bapak X. thinks that the road construction, that now links their village to the further big city, has opened new market opportunities. That's the reason why people are now more and more cutting trees in the forest. But this logging activity degrades the forest. So, the road is an indirect cause that is linked to the logging (which is a direct cause), and logging is linked to Forest Degradation.



Forest degradation and recovery will be addressed in two different charts. Then, once the charts built, put them side by side and see with villagers if any links exist between them.



Note:

An additional activity with Forest Degradation will be conducted. Once the flow chart is made, each participant will be given 5 stickers. They will have to distribute these stickers among the causes. The greater the deforestation and forest degradation caused by a driver, the more stickers the participant shall allocate to the driver. After we finish placing the stickers, we rank the causes.

Example:
Causes identified: selective logging, palm oil plantation, grazing, forest fire, mining.
Pak X. thinks that the palm oil plantation is a very important cause of forest degradation. He also thinks that selective logging also leads to forest degradation, but not to the same degree. So he allocates 3 stickers to the cause "Palm oil plantation" 2 to "Selective logging". If he thought that all the causes are equally important, he would allocate one sticker for each.

6 - Representing the future of forest change

Two cases:

CASE 1 → If there is forest degradation in the village:

Q: Looking at these trends, do you think this degradation will continue or slow down and even stop within the next 10 years ? and afterward ? Why ?

Q : Where do the villagers stand regarding this trend ***(The aim of this question is to assess people's willingness or absence of willingness to decrease degradation; possible answers are they want it to be stopped, don't care or will continue degrading)***

Ask the following-up questions:

- If participants answered that they want degradation to be decreased or stopped :

  Q : What could be done to decrease or stop forest degradation? What is needed to do so? ***(The objective of this question is to see possible activities/efforts for***

addressing forest degradation and to identify motivations and incentives that might be needed for reducing or stopping forest degradation)

- If participants answered that they don't care or they wouldn't stop forest degradation:

  Q : What are the reasons behind this stand?

CASE 2 → If there is forest recovery in the village:

Q : Looking at these trends, do you think this improvement will continue in the next 10 years and afterward ? If so, why or why not?