

# Training in negotiation for National Forest Services in National and International policy processes



**Leanne Campbell**  
(Independent Consultant)

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Pre-UNFF-5 Survey: Questionnaire to determine the  
training needs of National Forest Services for National and  
International policy processes

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## **SUMMARY**

Since 1992, multilateral environmental agreements and bilateral arrangements related to forests have proliferated. Some of these agreements impose legally binding obligations on countries which have ratified the agreements. For small countries or for small national forest services, these conventions and arrangements impose substantial annual burdens for participation and for reporting. Small organisations may find it difficult to attend all the Conferences of Parties which their country has ratified and they may have additional difficulties in maintaining continuity of representation. So it is especially important that small delegations are well briefed and thoroughly prepared for the international negotiations. However, there seems to be hardly any training available for delegations from the secretariats of the major conventions. Not surprisingly, what should be a series of opportunities for small countries to make their voices heard in international arenas may turn out to be a disappointing and frustrating exercise.

Following from the 17<sup>th</sup> Commonwealth Forestry Conference in Sri Lanka and prior to the fifth and final session of the United Nations Forum on Forests (UNFF), the DFID Forestry Research Programme (United Kingdom) sent an email questionnaire to 70 participants at the Sri Lanka meeting and 97 National Focal Points of UNFF. Exactly one quarter of the recipients responded on the needs for training in negotiation for international conventions and intra-governmental debates. The respondents mostly felt that they would be able to perform adequately in negotiations provided that they received training in advance of the events. The responses listed almost every possible aspect of negotiation in national and international fora and provided a wealth of additional and clarifying comments.

It seems clear from the responses that participants from both developed and developing countries feel that both national and international negotiations would proceed more smoothly and more profitably if formal training could be provided in advance of the events. The respondents were mostly of middle and senior rank, and there was a high degree of uniformity in the replies.

FRP was unable to identify any "off-the-shelf" training packages which could be immediately applied to respond to the training needs which were listed. Some training devised for other purposes could be adapted for the specific purposes of national and international conventions. Guidance provided for international trade negotiations and for national pay award and trade union negotiations may be good basic sources for developing specific training courses for forest-related conventions.

## **BACKGROUND**

Forest-related international events have proliferated since the United Nations Conference on Environment and Development (“Earth Summit”) at Rio de Janeiro in 1992. National forest services also have increasing demands put upon them for participation in intra-government discussions concerning donor funding such as that from the World Bank and the International Monetary Fund related to structural adjustment programmes and more recently to poverty reduction strategies and medium term expenditure frameworks. At these negotiations, national forest services may be faced by unfamiliar technical terms and legal language, together with a large number of acronyms.

Participants from organisations which are large enough or rich enough to maintain continuity of attendance may pick up the “rules of the game” over a series of sessions. Most developing countries which have ratified international conventions are unable to attend consistently all the multilateral agreements and may also have difficulty, because of rapid staff changes, in maintaining an institutional memory of how to participate most effectively. Judging from the participant records for the United Nations multilateral environmental agreement conventions, many small countries have difficulty in having the same person represent them more than once or twice. Even if grants are available to cover the direct costs, there are still the opportunity costs of having a scarce staff member take time off from regular duties to participate in the international events. So there is an obvious need for such rare participation by an individual from a national forest service to be made effective through thorough briefing and training in how to engage in national and international negotiations. Most members of most national forest services, and indeed in environmentally-related civil society organisations, do not have training in specific negotiation skills such as those for trade union issues and salary reviews.

So far as we can determine, within the United Nations family of agencies, only UNCTAD provides specific training in negotiations<sup>1</sup>. The United Nations does provide particular assistance for non-governmental organisations (NGOs) and this guide seems to be known to at least the larger national forest services participating in United Nations multilateral environmental agreement conventions<sup>2</sup>. For participants who are attending for the first and perhaps only time, the training documents mentioned in the footnotes are too arcane or specific to particular kinds of negotiations and too difficult to absorb without parallel training.

After observation at the 17<sup>th</sup> Commonwealth Conference in Sri Lanka in February / March 2005, it was agreed with the United Kingdom Department for International Development (DFID) that a questionnaire survey would be undertaken to determine how widespread was the need for training in advance of international negotiations. DFID requested that the survey be extended to national negotiations, as it was clear that the government departments and agencies which were responsible for the administration of renewable natural resources were often considerably disadvantaged in relation to the main spending departments in negotiations over the national budget spend and other resource allocations. As some donors move away from project and programme funding towards poverty reduction budget support, so the ability to negotiate with Ministries of Finance and Central Planning become all the more important to national forest services and related environmental agencies.

<sup>1</sup> UNCTAD (2002) “Advance training tools for negotiations on training services”, UNCTAD / DIDC / Trade Negotiation and Commercial Diplomacy Branch, Commercial Diplomacy Programme. [www.unctad.org/en/docs/ditctnadmisc21\\_en.pdf](http://www.unctad.org/en/docs/ditctnadmisc21_en.pdf)

UNCTAD (2000) “Tools for multilateral trade negotiations on trade in services”. UNCTAD Division on International Trade in Goods and Services, and Commodities, Commercial Diplomacy Programme. [www.unctad.org/en/docs/ditctsbmisc57\\_en.pdf](http://www.unctad.org/en/docs/ditctsbmisc57_en.pdf)

<sup>2</sup> UN Non-Governmental Liaison Service with Gretchen Sidhu (2003) “Intergovernmental negotiations and decision making at the United Nations: a guide”. United Nations, New York and Geneva.

## **THE QUESTIONNAIRE**

A simple questionnaire was devised with 14 questions concerning national events and 16 questions for international events. The questionnaire was issued as an email attachment to 70 participants from developing countries after the 17<sup>th</sup> Commonwealth Forestry Conference and to 97 National Focal Points for the United Nations Forum on Forests. Out of 167 questionnaire issued, 41 were returned, exactly one quarter of those issued and a remarkably high response rate for a survey for which the recipients had not received advance warning.

Completed questionnaires were received for 39 out of 41 responses. In two cases, respondents provided detailed comments but did not complete the questionnaires. The analyses shown as summaries in the form of pie and bar charts in this paper relate to the 39 completed questionnaires. Replies were received from 29 territories, 18 of them being developing countries. Given the nature of the way in which the questionnaire was distributed, in most cases single replies were received from countries. However, there were 8 responses from India, related to the 17<sup>th</sup> Commonwealth Forestry Conference having been held in neighbouring Sri Lanka in early 2005 with a substantial number of participants from India.

The questionnaire was also placed on the website [www.frp.uk.com](http://www.frp.uk.com) of the DFID Forestry Research Programme (FRP). Twenty responses were received by email and 21 were completions of the on-line questionnaire on the website. The questionnaire was originally only issued in English but by request it was also translated and sent out to Spanish-speaking countries by email and also placed on the FRP website. Responses were mostly in English but some were in Spanish or French.

Although the questions were split into separate sections for national and for international conventions, respondents tended to mix the concerns. There were no particular replies which were distinctive for national as opposed to international events.

## **ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE**

Responses to the questionnaire have been compiled under four headings: eligibility, issues of process, identified needs for training, and difficult issues.

### Eligibility

For small national forest services in countries which have a relatively high dependency on external financial aid, and which have ratified several of the multilateral environmental agreements, it is really difficult to decide to which of the events scarce staff time should be devoted. The Commonwealth Forestry Association published in 2002 "The World's Forests: Rio +8". This third booklet in the CFA series appears to be the only book to summarise all major international and intergovernmental initiatives on forestry. Enough detail is provided to enable most national forest services to decide if the objectives of one or more of these initiatives justify participation.

For environmental NGOs and other civil society organisations (CSOs), there are additional problems in that some of the multilateral conventions admit CSOs as silent observers while others allow more or less full participation. In addition, some countries allow CSO representatives to be part of the government delegation while others make no such provision. Some countries have a formal process for electing one or more CSO representatives to form part of the delegation while other countries use a less formal procedure. If CSOs are not admitted to closed sessions of a conference of parties, is there any point in their attendance? It may be better to feed comments and suggestions into government delegations, or into international NGOs which have long-established links with government delegations.

While some small national forest services may have difficulty in finding anyone to attend a convention's conference of parties (CoPs), in other countries or for major events there may be strong competition for a place. Respondents to this questionnaire asked for transparent guidelines to aid this election of delegates. The international events tend to be strongly dominated by males and the questionnaire responses indicated an interest in methods for increasing the number of women in delegations.

### Issues of Process

For international conventions, and especially for conventions under United Nations auspices, the official correspondent in a country may well be the Ministry of Foreign Affairs. The invitations may filter down to national forest services too late for there to be meaningful national consultation about the negotiating stance to be adopted by a country's representatives. There may also be too little time for effective review of the background documents issued by the secretariats of the international conventions. Countries which have established relations with the secretariats of particular conventions may be able to access through the secretariat websites and newsletters the necessary information well in advance.

For a staff member of a national forest service designated to be a representative at short notice, the following problems were especially noted in the responses to the questionnaire:

- The relevance of the convention to national preoccupations and concerns may not be immediately clear. It may be difficult to find out exactly what are the

objectives of the convention and what national ratification implies for a country in terms of legal responsibilities for action and for reporting.

- Nearly all the multilateral agreements employ a number of stock phrases which are abbreviated to acronyms. These acronyms are used with great frequency in convention documents and are intimidating to people coming fresh into the negotiating process. The secretariats of the conventions could help by ensuring that there are up-to-date lists of acronyms available on their websites.
- Well-established conventions cannot always afford the time at conferences of the parties to explain how particular positions have been arrived at during previous CoPs. Nevertheless, if a delegation wishes to contest the position, it should be well worthwhile reading back through the proceedings of previous CoPs to understand the derivation of current positions.
- Different conventions have different rules of procedure and it may be difficult to find out how to submit papers in advance, how to participate in plenary sessions and how to act effectively in committees and sub-groups. Each convention tends to have its own rules and also its unwritten traditions. This can be especially confusing for those who are attending for the first or only time. Occasional participants sometimes overlook the need for brevity both in writing and in speaking. The chairpersons at some sessions may be strongly averse to long oral statements which could have been presented on paper in the background, or omitted altogether.
- It may be difficult to find any formal guidance as to how much detail should be given in the written reports requested by international conventions but an inspection of previous proceedings may be helpful.
- International conventions which cover issues spanning more than the mandate area of a small national forest service maybe especially confusing for occasional participants. If time permits, a national discussion and briefing from all the relevant Ministries or Government Departments plus civil society may make the task of the sole delegate somewhat easier.

#### Identified Needs for Training

Arising from the problems noted with regard to the process by which international and national conventions conduct themselves, respondents to the questionnaire identified a very broad range of training needs in almost all aspects of negotiation. These needs included both impartial communication and the advocacy of particular points of view.

- What to include in national reports to international conventions? How much detail can be understood internationally? Are short stories of successes, even though atypical, more useful than broad-scale accounts of progress?
- If there is no time to write from scratch, what kind of information should be abstracted from annual reports of national forest services?
- If there is a Ministerial segment to a convention, how much detail should be put into the Ministerial Brief and how much latitude should be given for negotiation?



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- Where can information be found on the typographical formats for particular conventions? – this information can be obtained by looking at the proceedings of previous CoPs.
- For national negotiations, respondents asked for training in the assembly of advocacy briefs and in their oral presentation.
- As many of the topics of greatest interest in both national and international conventions are contentious, respondents asked for training in identifying allies, building consensus, and management of conflict. They asked also for training in identifying where to take a stand and when to compromise. Small forest services felt that there was a special value in having preparatory and perhaps regional meetings so as to establish commonalities in points of view before entering into main convention sessions where they might be opposed by larger and more skilled delegations.
- As the same major issue may be discussed in different national and international conventions, training was requested for packaging information and arguments for different audiences without changing the meaning of the background facts and the point of view which is to be conveyed.
- As forest issues tend to involve multiple categories of stakeholder, some of them non-traditional, respondents asked for training in how to accommodate to the different styles of debate with categories such as journalists, lawyers and negotiators from trade unions. A special need for negotiation with or on behalf of the very poor, the less literate, and indigenous and traditional peoples was noted as perhaps requiring specialist training.
- National forest services in countries where the administrators of renewable natural resources (RNR) tend to be of a paramilitary nature recognised the need to adjust to a more consensual approach for changes in policies and strategies in respect to other stakeholders. Long years of confrontation in the past may require special techniques for convincing opponents that a participatory and consensual approach is genuine.
- Respondents admitted that internal arguments were often complex and that national forest services were generally poor at communicating the complexity of RNR administration to those who wanted only simple messages. Training was requested in simplified messages without losing the essential points. Respondents noted that they would have difficulty in capturing the sympathetic attention of Press and other media unless they could simplify and unless they could provide attractive and interesting and newsworthy stories.
- Smaller forest services recognised that there were substantial advances in the technology of communication systems and that they were often disadvantaged in putting their messages across because they were not up to date. Training, perhaps through role playing, might help relatively conservative administrations to communicate more effectively with Press and civil society organisations.
- Respondents noted that small forest services were especially disadvantaged if the national official language was not English. There were significant language barriers when it came to negotiation of texts in convention sessions. Legal English was difficult enough to understand at the best of times and subtle differences in meaning often escaped smaller delegations. Respondents asked that language should be kept simple but this may be very difficult to achieve.



Minor changes in wording may make all the difference between consensus between delegations and an impasse. The guidance prepared by the United Nations on text negotiation (see above in footnote 2) should be more generally known.

- First-time participants in international meetings may find it very difficult to understand the different intonations used by delegates from other countries.
- Training in how to be an effective rapporteur, how much detail to capture and how to express the consensus of the meeting succinctly, was generally requested. In particular, first-time participants may have difficulty in weighting in summaries the wide variety of points of view which may be expressed in a large plenary session.

### Difficult issues

Not surprisingly with respondents representing 29 countries, there were considerable differences in what respondents felt were difficult issues. These were difficult in the sense that, mainly at a national level, there were significant unresolved differences of opinion between different segments of society or between different levels in a government or between different sectors of the economy.

- National forest services which had traditionally operated rather on their own were now being forced into inter-sectoral negotiations over budgets and control of resources. Small national services lacking economists felt they were distinctly disadvantaged in relation to Ministries of Finance and Central Planning.
- Similarly, government commitments to deconcentration of responsibilities by hiving off responsibilities to a variety of agencies and / or decentralising from central government to local government controls gave rise to tensions which respondents felt could be resolved by better training in how to re-partition responsibilities.
- For the more traditionally authoritarian national forest services, training is needed in how to open up discussion with civil society and the private sector without giving way on critical points. A relaxation of authoritarian ways of managing national forest may stimulate strong opposition, hitherto suppressed, by civil society. Some national forest services felt particularly disadvantaged by lacking training in the management of civil society protest movements.
- While national forest law may be fairly clear, general principles of land ownership and resource access rights were viewed as persistent problems in several countries. Training is needed in adaptation of legislation as well as its practical implementation. Communities and individual households which squat on gazetted national forest land may lead to legally-justified evictions but the national sense of justice may be outraged. How to reconcile the need for maximum productivity on gazetted productive national forest land, while this is contested by the very poor in need of new livelihoods, requires training in mediation.
- Other kinds of conflicts which persist and are maybe increasing as pressure rises on national resources were perceived between government departments responsible for wildlife versus timber, mining versus forestry, forests versus agriculture, and trees versus water.

- In principle, the introduction of various forms of community forest management (participatory forest management, joint forest management) and national park management may lead to more equitable sharing of the benefits of the exploitation of renewable natural resources. However, the valuation of the benefits may be perceived quite differently by different groups of stakeholders. Some national forest services felt that training in different ways of valuation would be helpful.
- Decisions which appear to be technically reasonable to a national forest service may be perceived as particularly unreasonable by politicians. Training was asked for improved understanding of how political decisions are made and how they can be influenced.

### Dealing with Donors

National forest services and civil society organisations in countries relatively reliant on external donors noted the difficulty of keeping up to date with the policies, priorities and procedures used by their ostensible supporters. Respondents were concerned about the length of negotiations for relatively small grants and the difficulty of obtaining reasons for the rejection of proposals.

In turn, donor countries were concerned about the high transaction costs of dealing with small and understaffed national forest services. Improving websites and decreasing cost of internet connections now make it easier for small national forest services to keep in touch with evolutions in donor agencies. However, local interpretations by donor in-country delegations are sometimes very troublesome.

### Relevance outside national forest services

Although the questionnaire was aimed at national forest services, it was also sent to the UNFF list of Major Groups including private sector and civil society organisations. The concerns expressed by the national forest services find echoes in civil society organisations, as summarised by Mankin (1998):

“NGOs will need to work more actively at the domestic level to influence the negotiating positions of their governments *prior to* international meetings; to adopt much more active and strategic lobbying approaches to influence government delegations *during* international negotiations, and to follow-up at home to push for domestic *implementation* of the international agreements and commitments their government have made”<sup>3</sup>

<sup>3</sup> Mankin, William E. (1998) “Entering the fray. International forest policy processes: an NGO perspective on their effectiveness”. Policy that works for forests and people series number 9 – discussion paper. London, UK; International Institute for Environment and Development, Forestry and Land Use Programme. ISSN 1028-8228

See also Vermeulen, Sonja (2005) “Power Tools – an innovative website providing a compendium of guidance materials on approaches and tactics for policy influence by natural resource managers”. London, UK; International Institute for Environment and Development, Forestry and Land Use Programme. [www.policy-powertools.org](http://www.policy-powertools.org).

## **Conclusion**

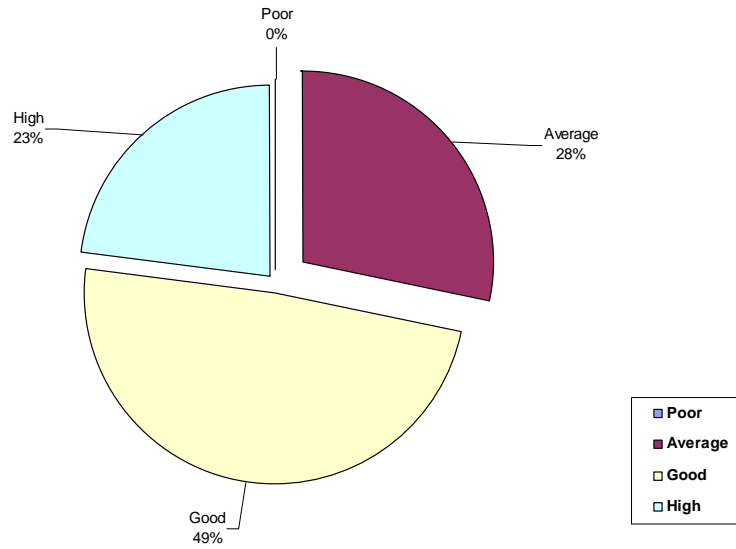
The 41 respondents to this short questionnaire were highly articulate in the need for training in order to make best use of national negotiating opportunities and international conventions. Staff in most national forest services receive little or no training in negotiation with other public sector entities or with civil society, and even less in advance of Conferences of Parties to international conventions. The DFID Forestry Research Programme suggests that both national and international negotiations could be considerably accelerated and improved by providing the kinds of training which have been summarised in this report.

FRP records its sincere thanks to the 41 respondents who replied by email or on-line to the questionnaire, for their interesting and stimulating comments.

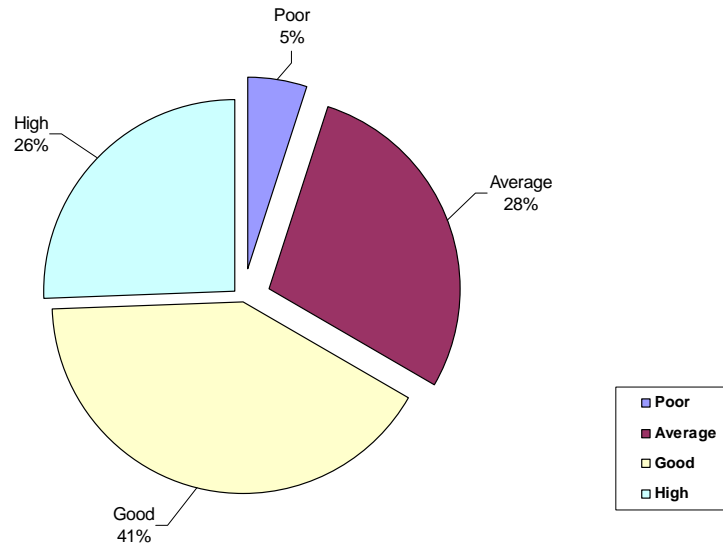
FRP thanks Miss Leanne Campbell for her efficient and effective management in the design and management of this questionnaire survey.

NATIONAL LEVEL

**1. What is the level of your institution's understanding of the term 'Policy'?**

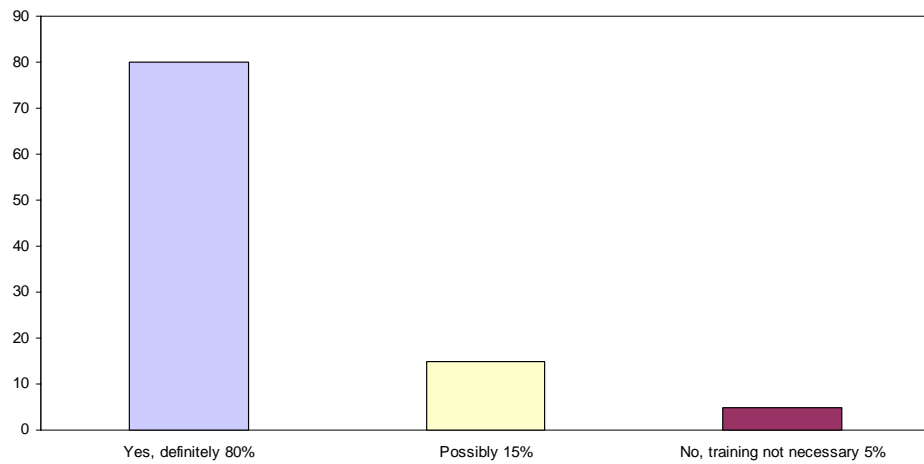


**2. What is the level of your institution's ability to identify a Policy issue in need of resolution in relation to the forest sector itself (such as in National Forest Programmes), and in relation to inter-sectoral discussions?**

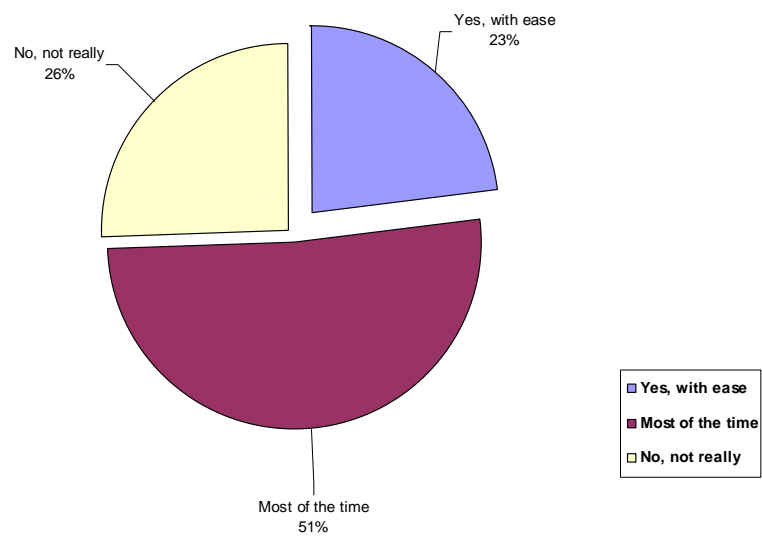


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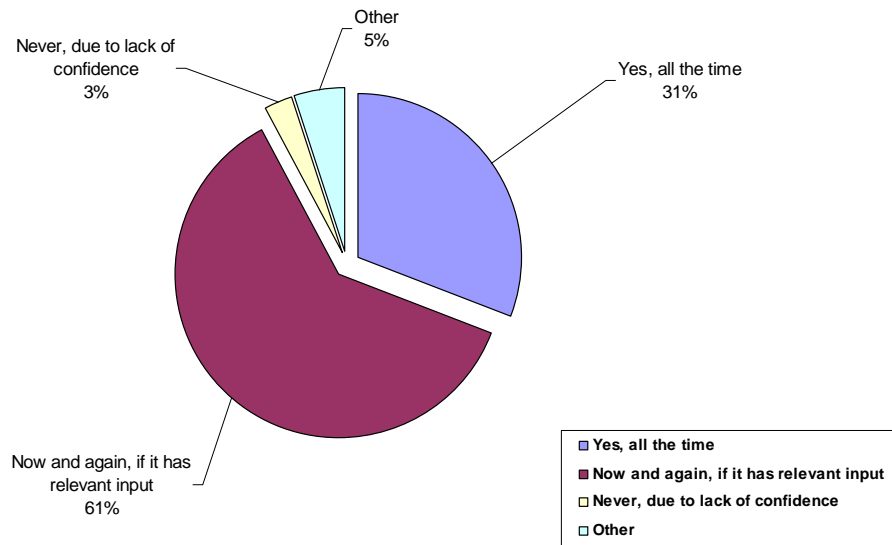
**3. Would Training concerning Policy analysis and development, and how to recognise these issues, be of benefit?**



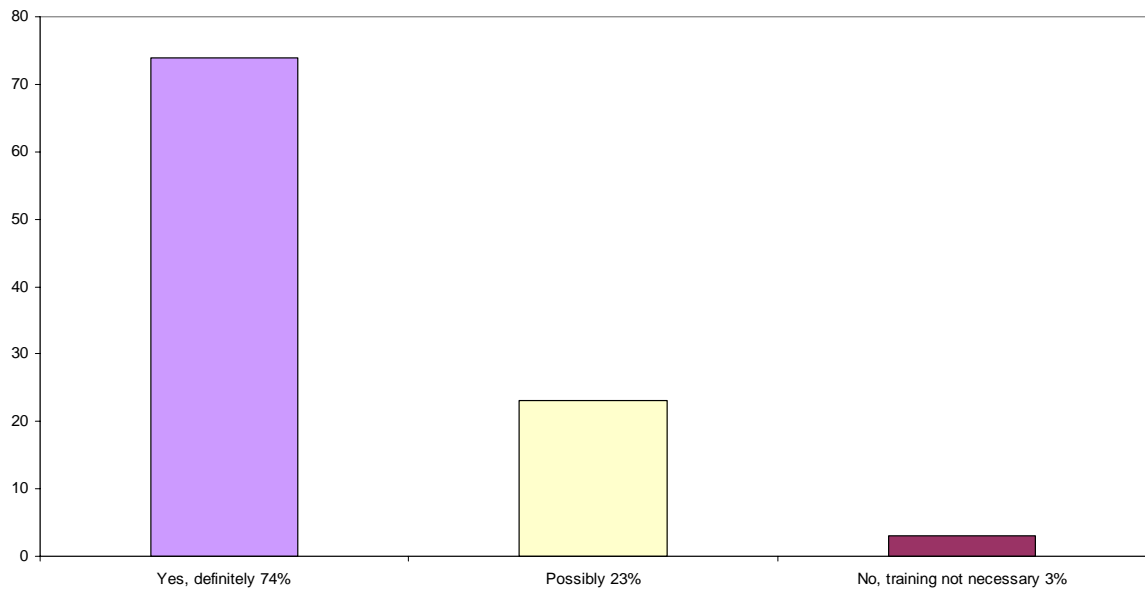
**4. During a policy debate, does your institution find it easy to analyse and understand what is happening and being discussed?**



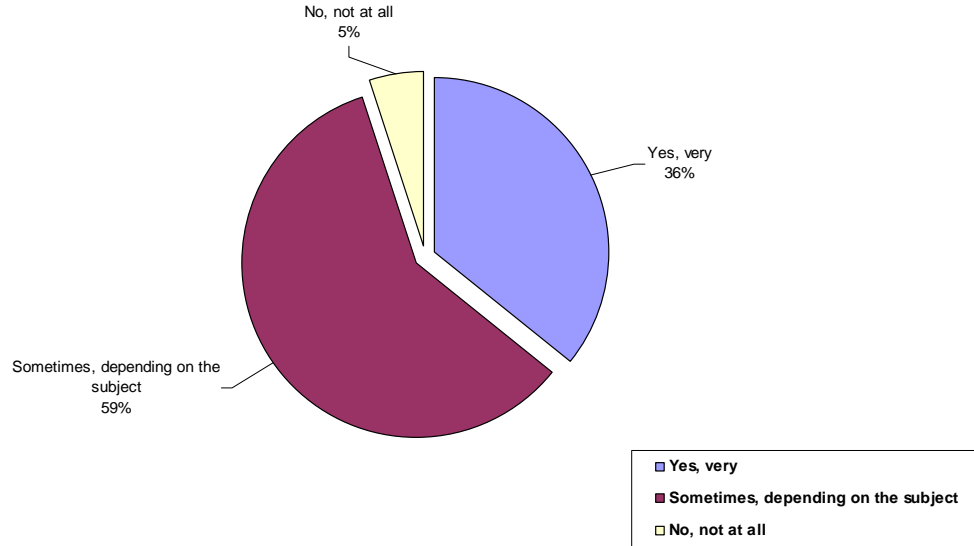
**5. Does your institution normally join in with the discussion and contribute to both analysis and formulation of policy?**



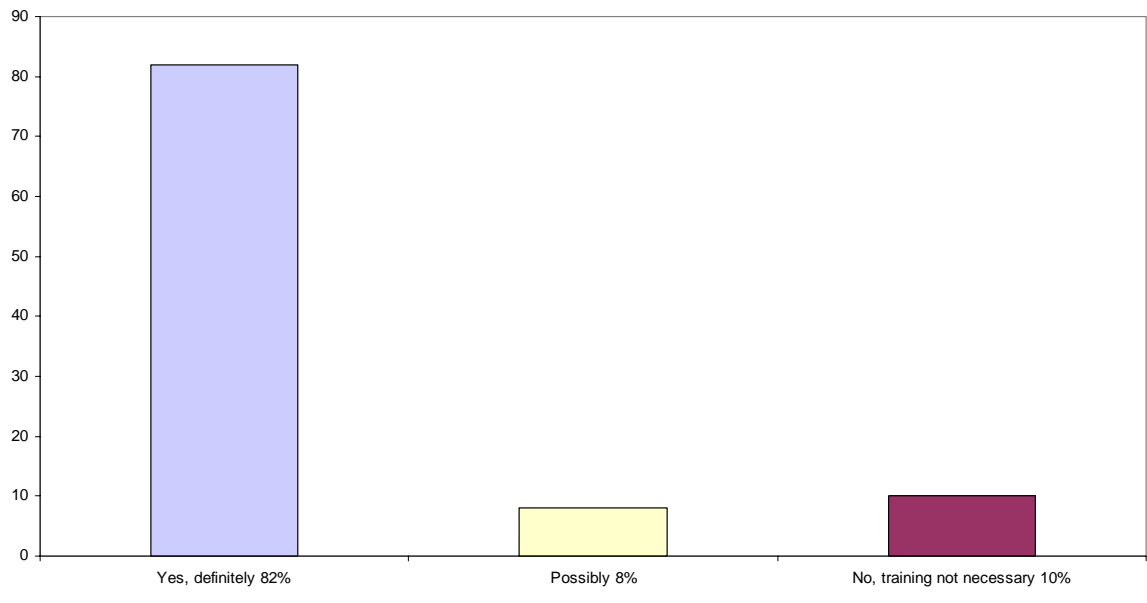
**6. Would training in understanding the entry points to policy and the processes of policy debate be of benefit?**



**7. Is your institution confident in the use of communication skills to influence a negotiation?**

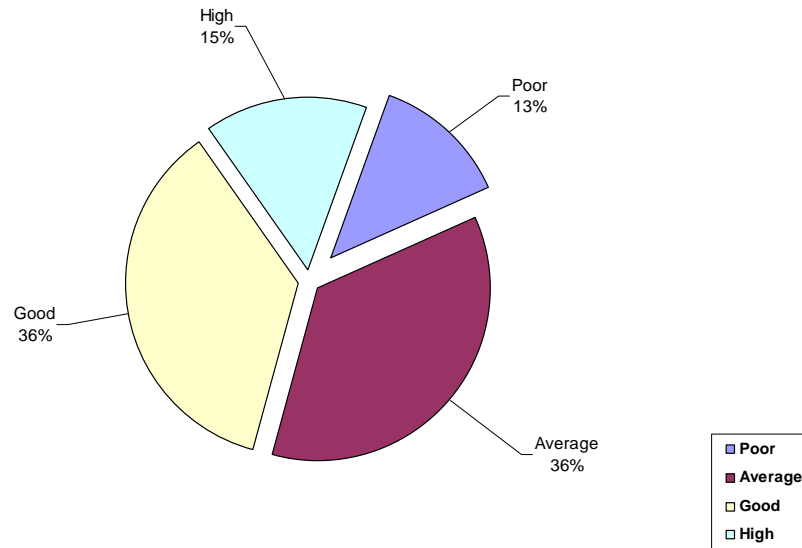


**8. Would training in communication skills and influencing of negotiations be of benefit?**

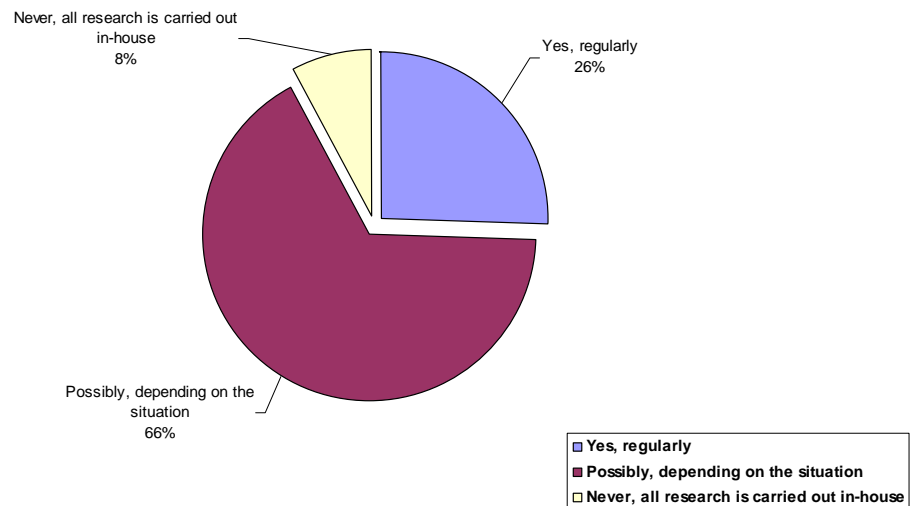


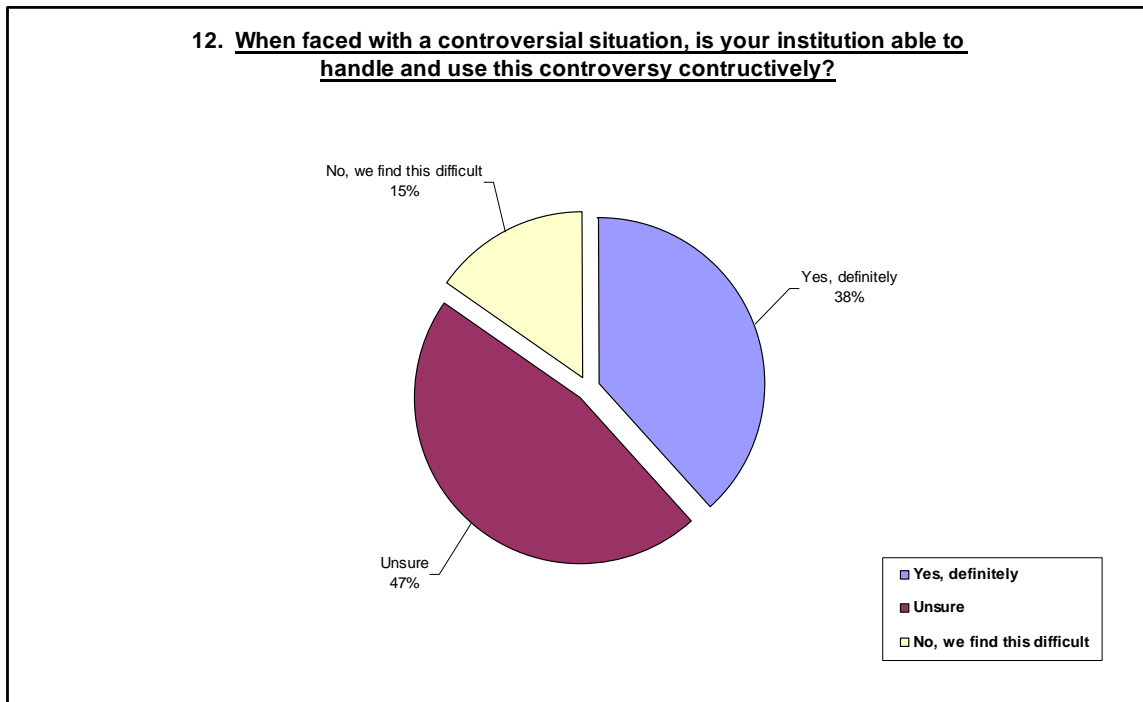
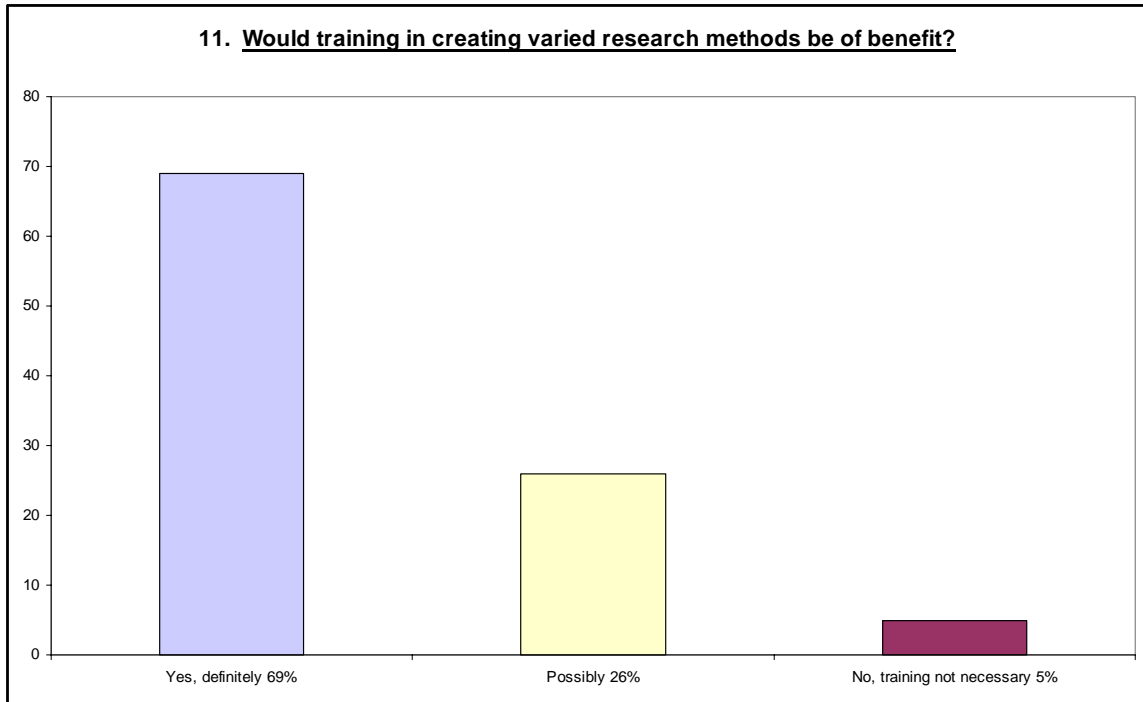


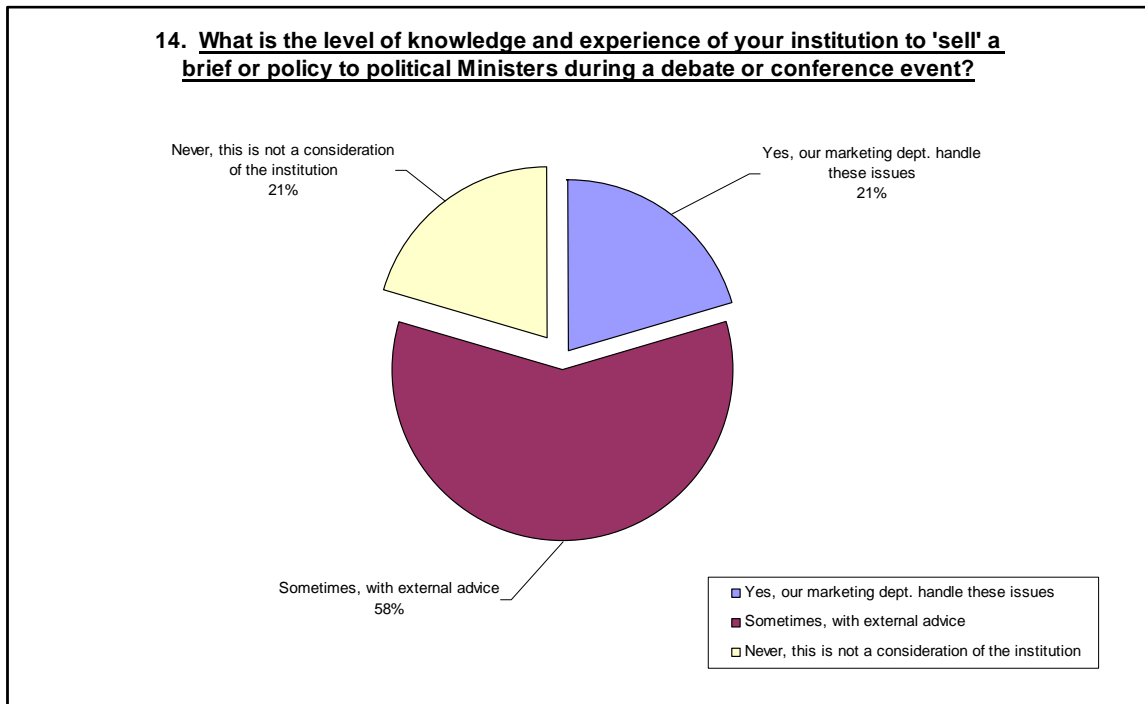
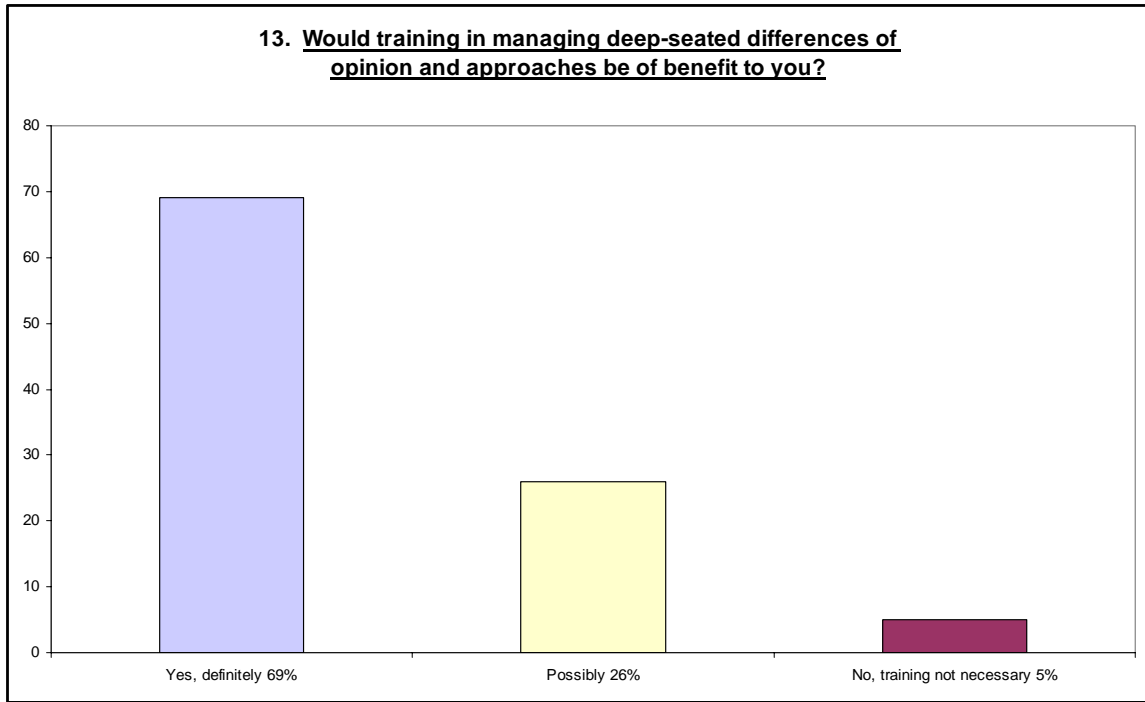
**9. What is the level of your institution's ability in finding the relevant information for constructing a compelling brief?**



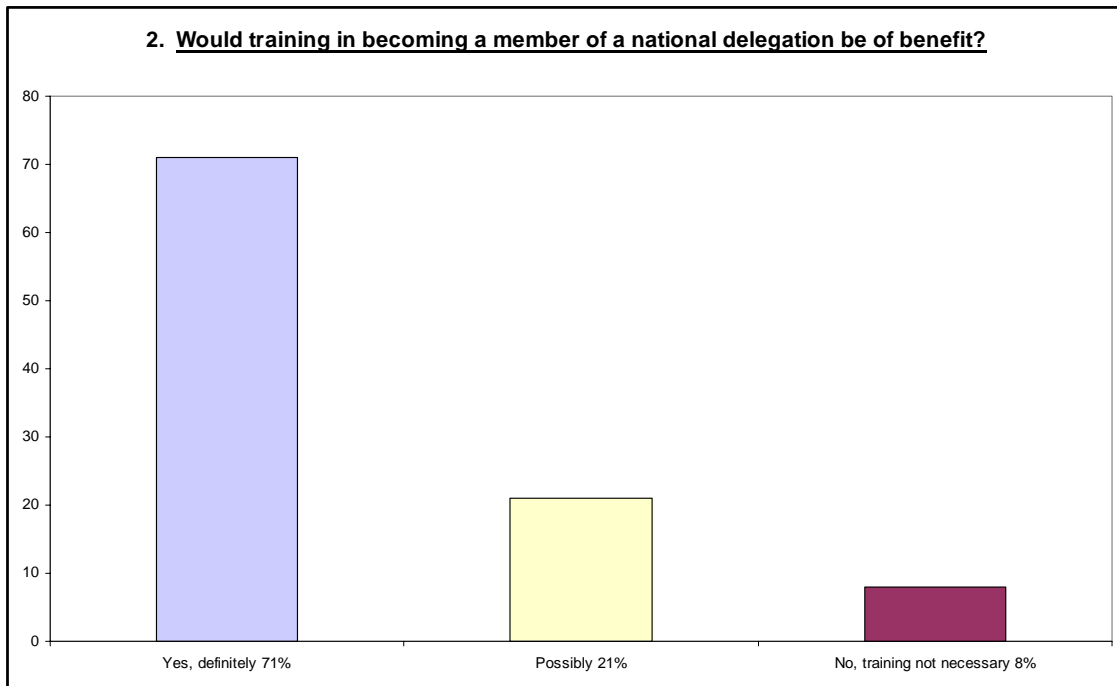
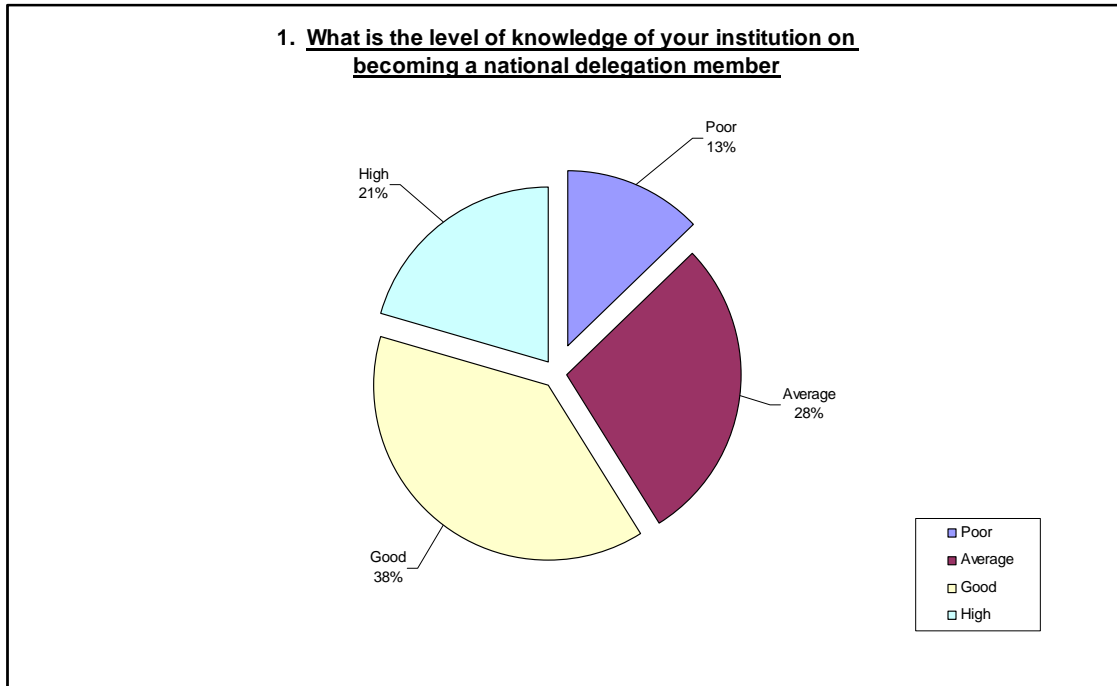
**10. During the research and development process of constructing a policy brief advocating changes affecting your stakeholders, is your institution normally creative, using a wide variety of research methods and materials?**



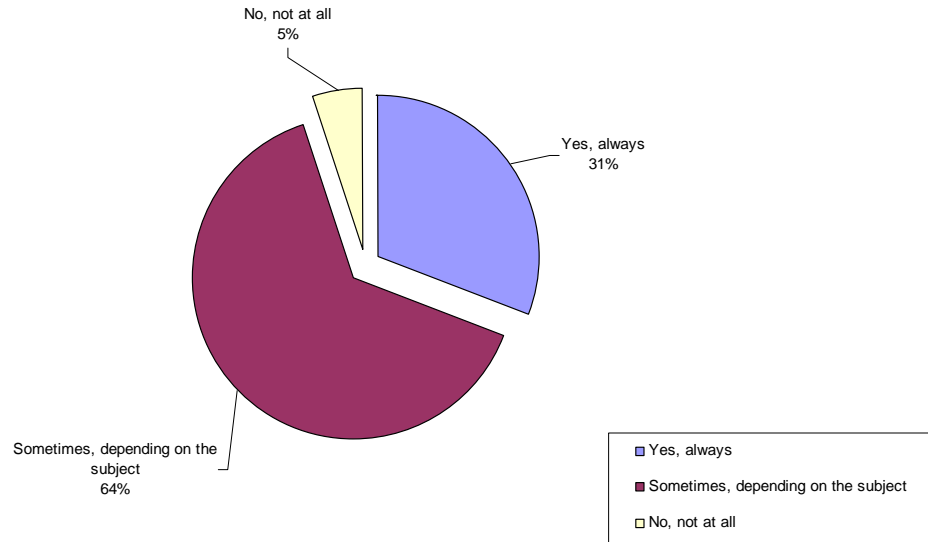




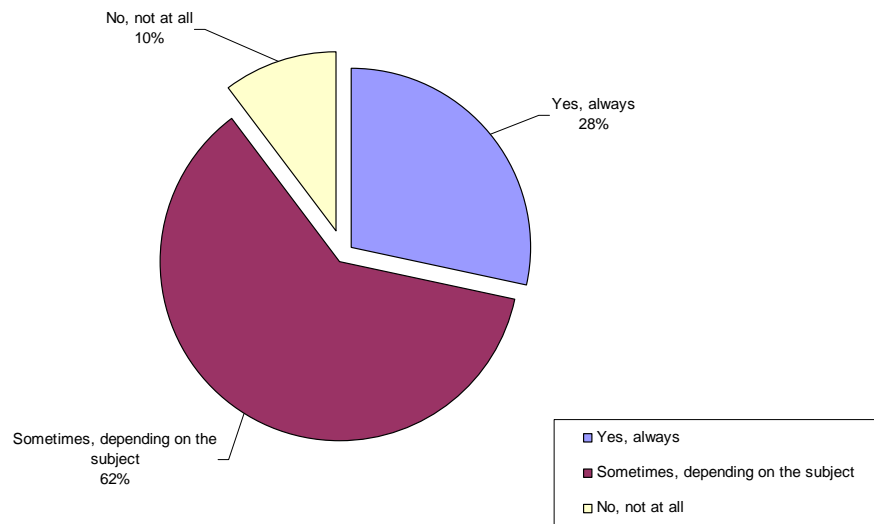
**INTERNATIONAL LEVEL**

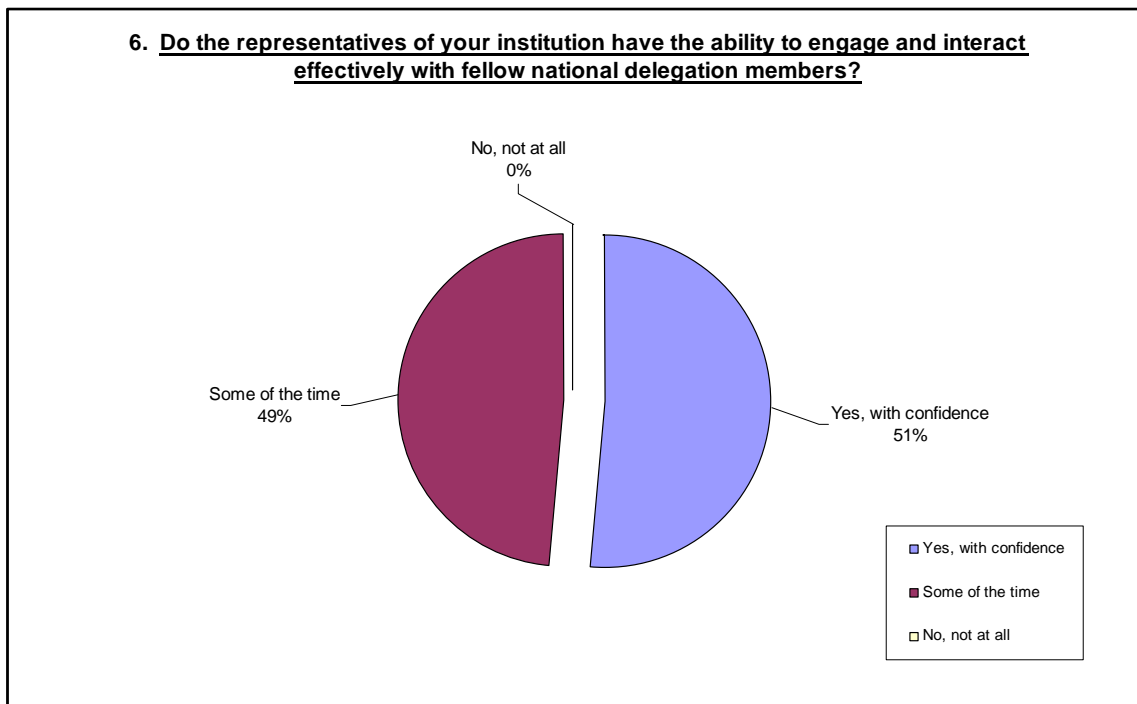
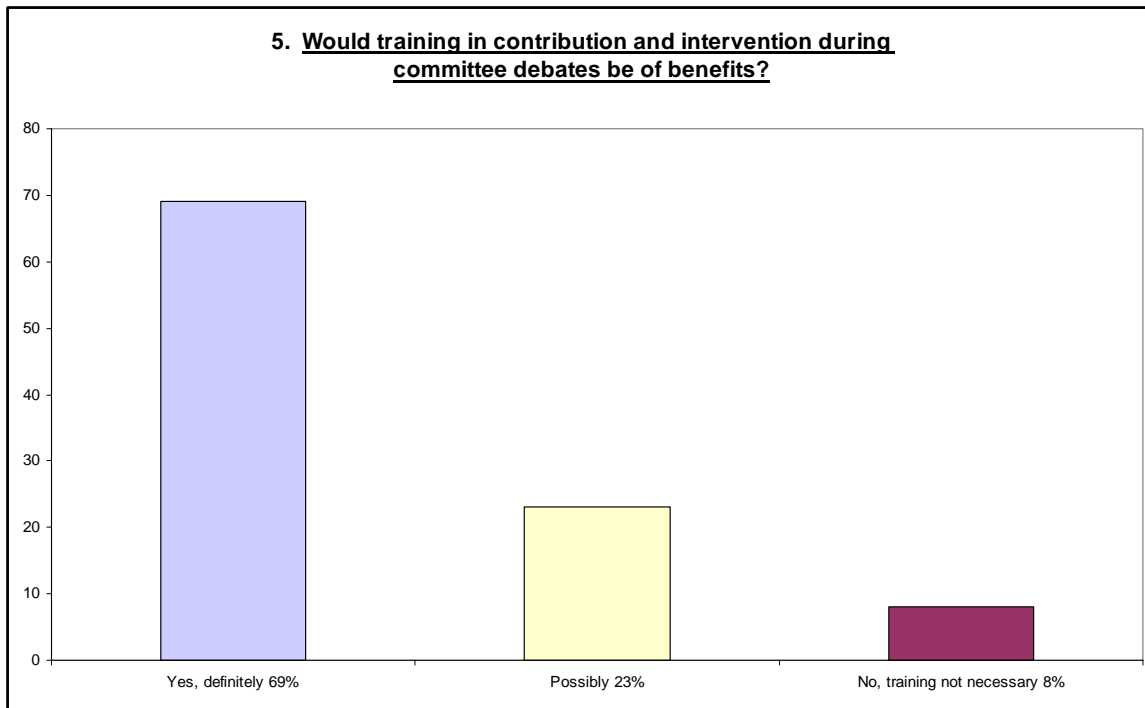


**3. Is your institution able to intervene, contribute, and help to develop any position that a country may adopt during a conference?**

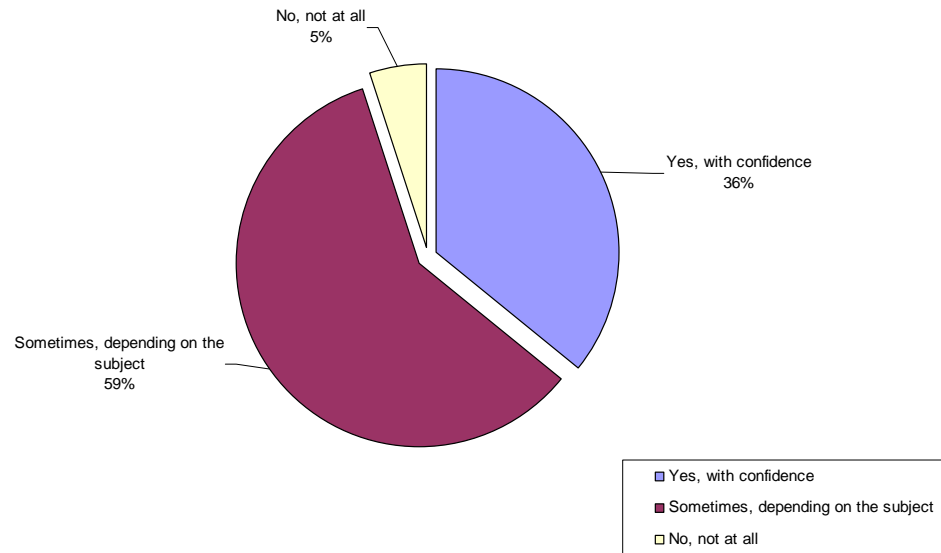


**4. Is your institution able to intervene and contribute to plenary and committee debates based on prior discussions and government-approved negotiating positions?**

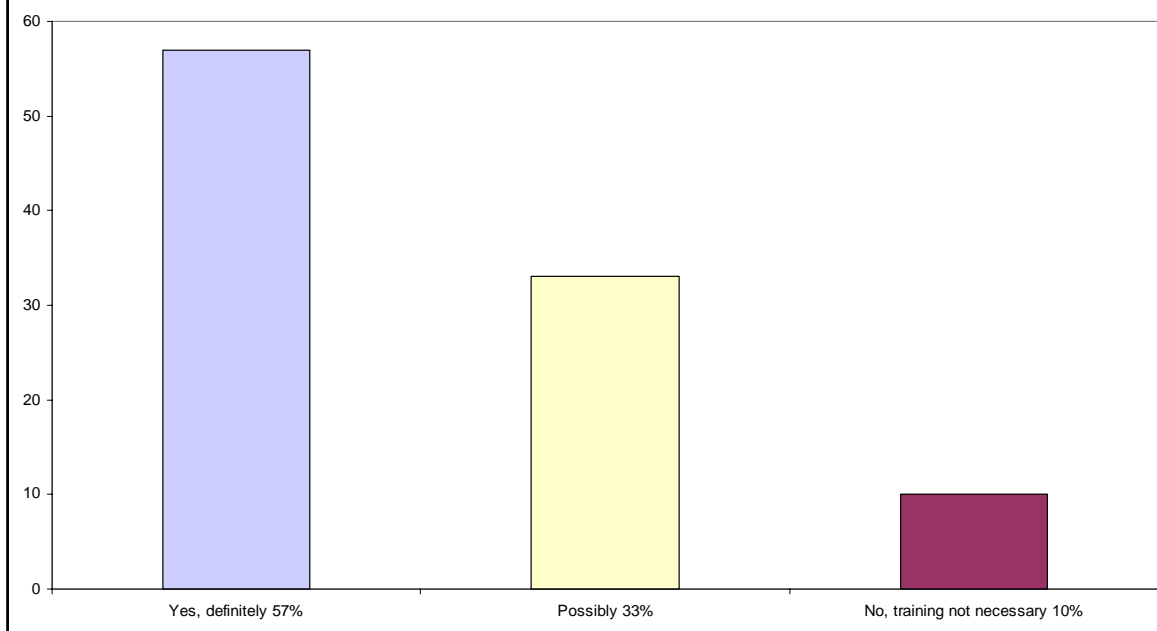




**7. Do the representatives of your institution have the ability to engage and interact effectively with other delegations?**

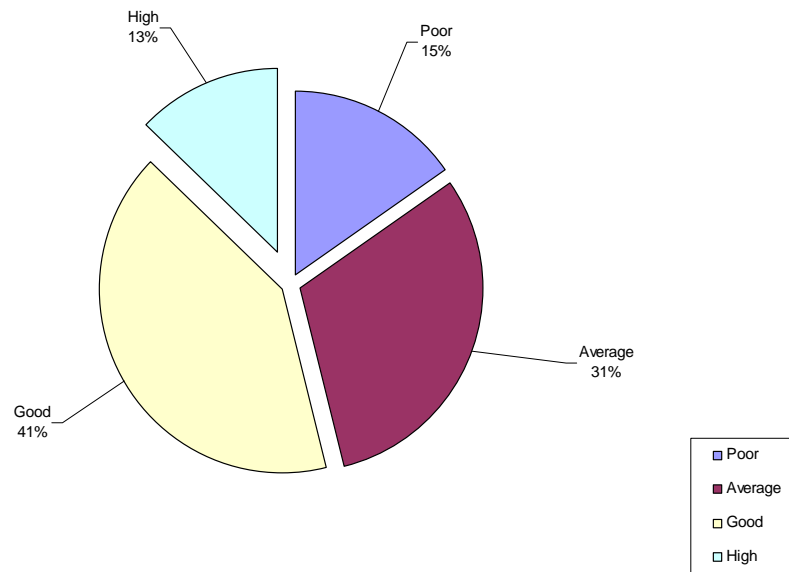


**8. Would training in interaction and engagement be of benefit?**

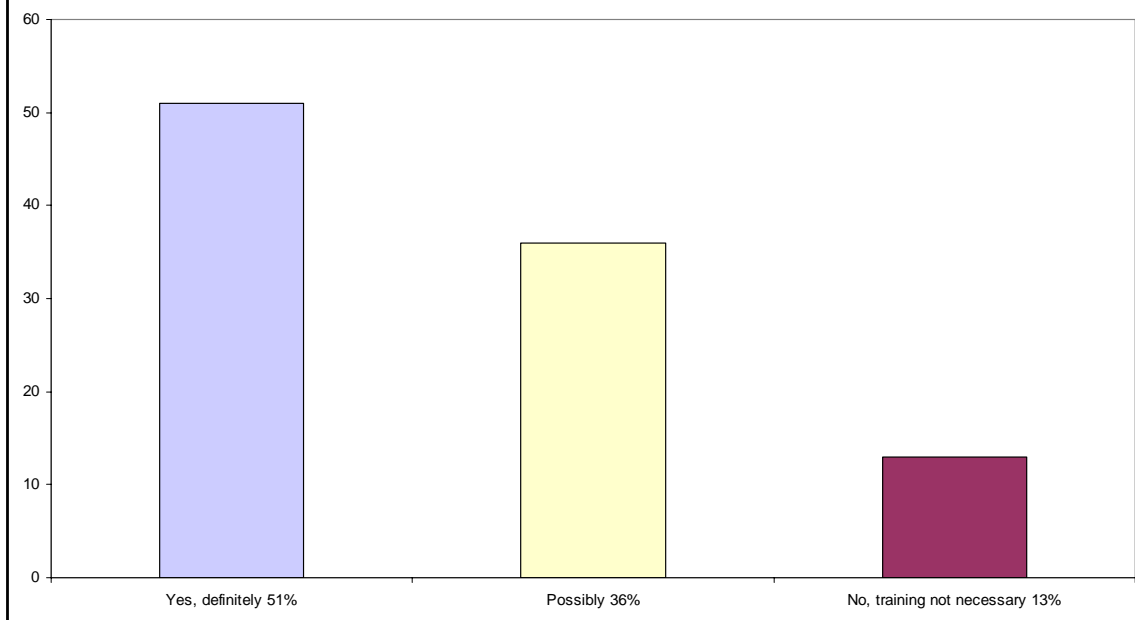




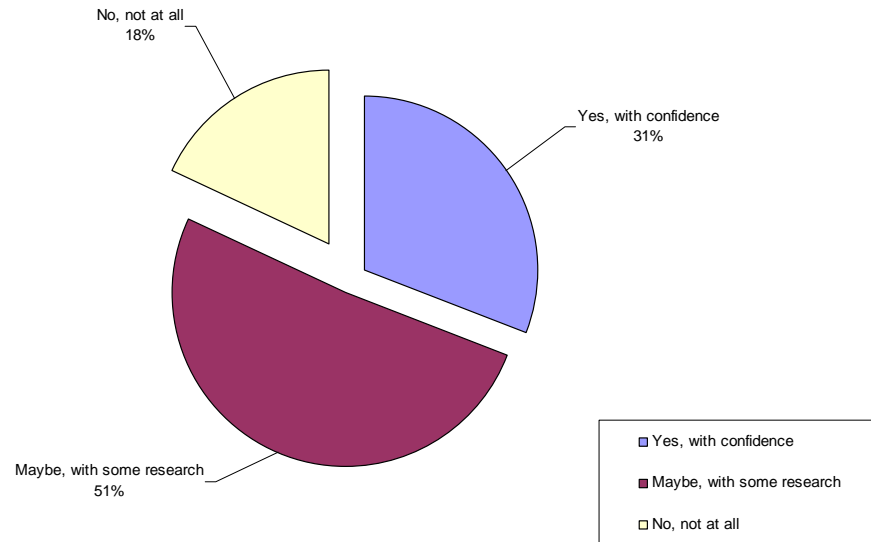
**9. What is the level of your institution's ability in the negotiation of text?**



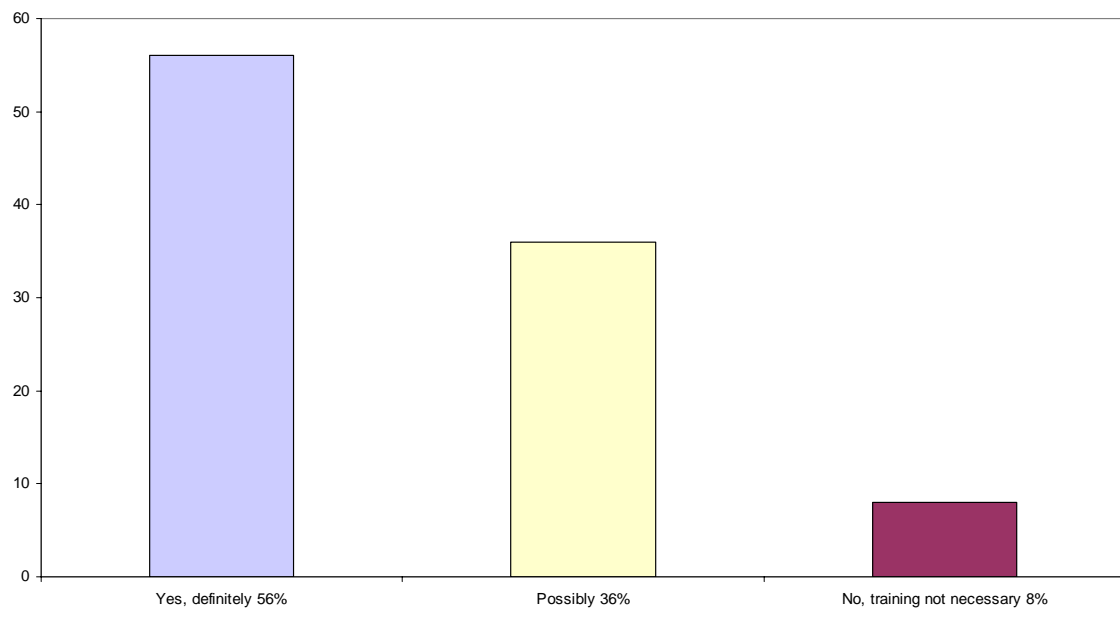
**10. Would training in Negotiation of text be of benefit?**



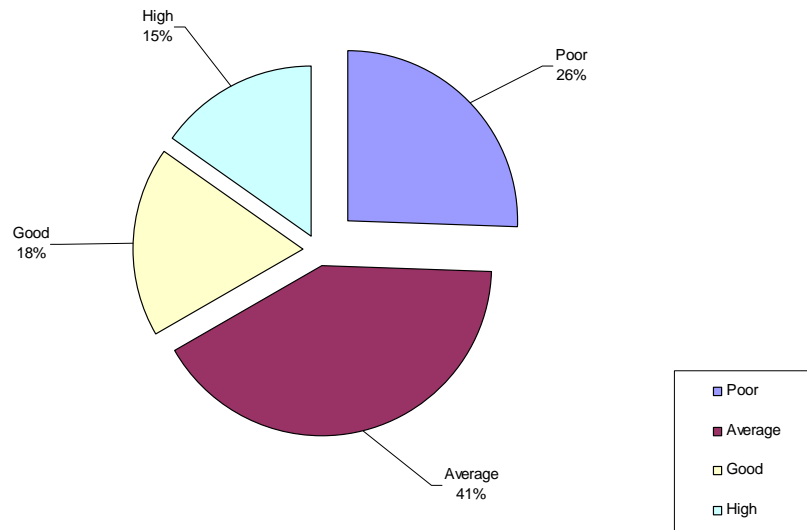
**11. Does your institution have adequate knowledge to be able to request new or additional international support?**



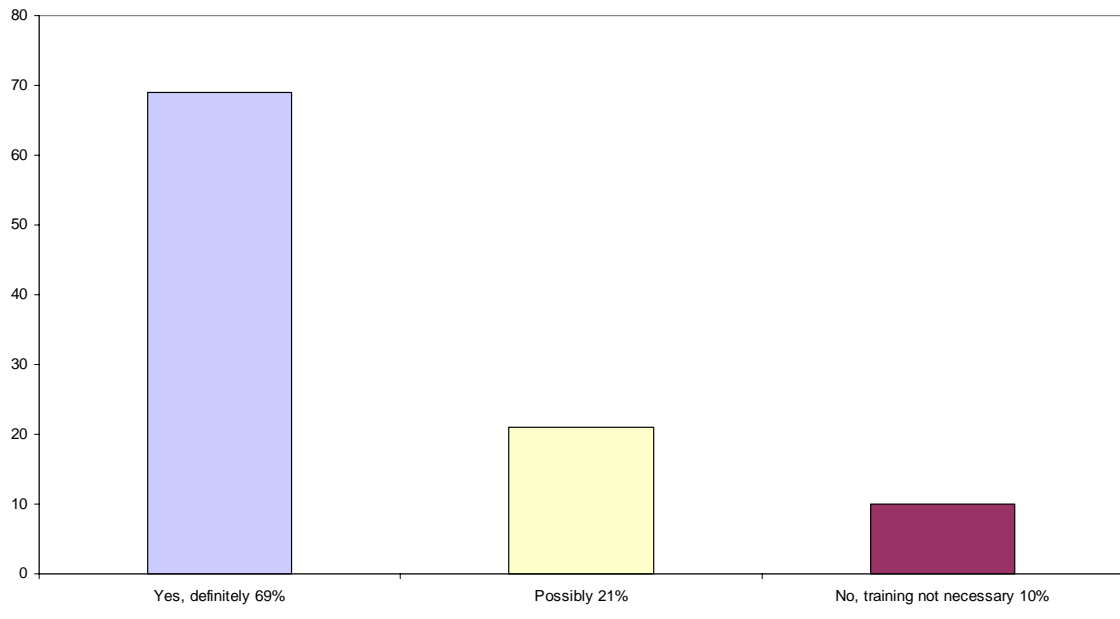
**12. Would training on becoming part of an International Secretariat be of benefit?**



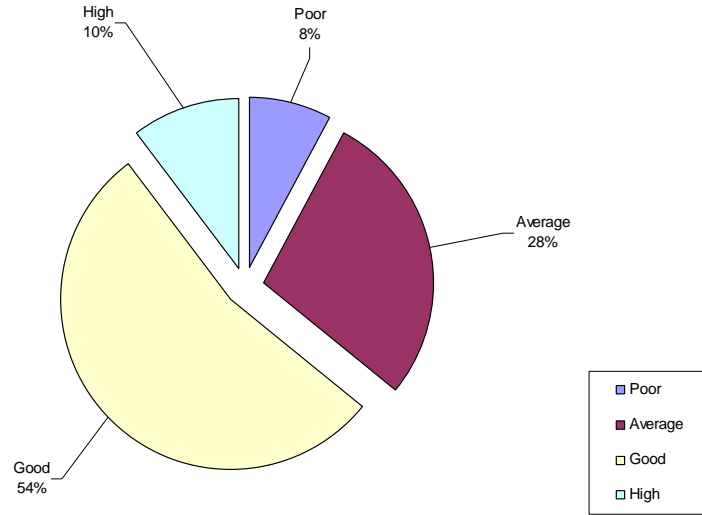
**13. What is the level of knowledge of your institution on preparing and becoming part of an international secretariat?**



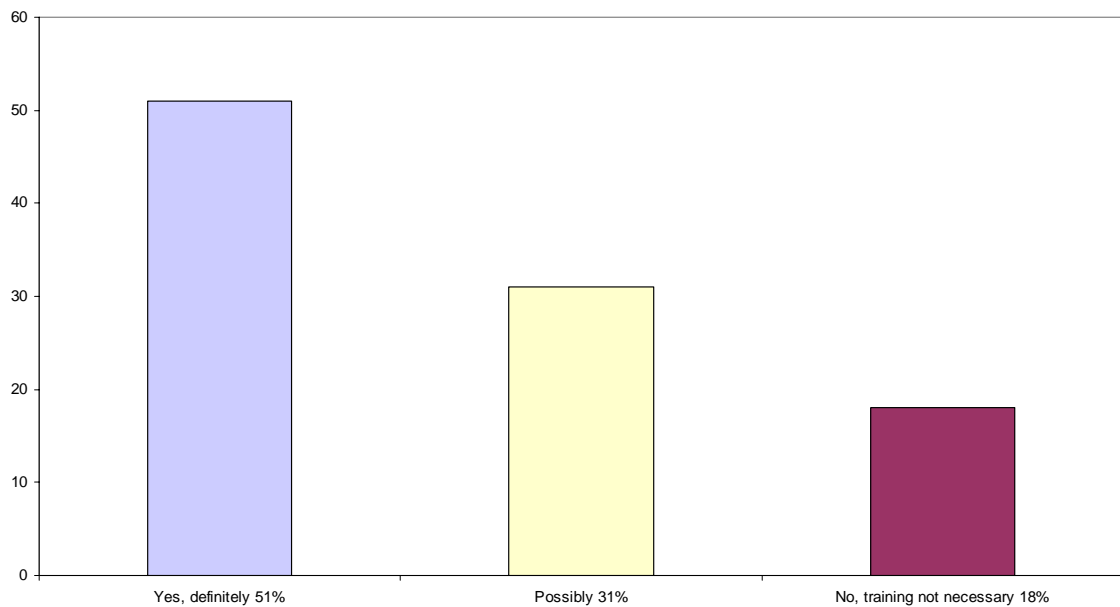
**14. Would training in requesting additional International support be of benefit?**



**15. What is the level of understanding and knowledge of your institution on how to act as a Chair or Rapporteur at plenary and committee sessions?**



**16. Would training in how to act as Chair or Rapporteur be of benefit?**



**DFID** Department for  
International  
Development



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Dear Colleague

**Questionnaire to determine the training needs of national forest services for national and international debates and events.**

**National Level,**  
**within the forest sector and involving multiple sectors**

Please use the examples as guidelines for assessing your answers accurately.  
To select an option, click once on . A second click will clear the box.

**Policy**

1. What is the level of your institution's understanding of the term 'Policy'?

- a) Poor
- b) Average
- c) Good
- d) High

(Please tick one box only)

**For example:**

If your institution is involved in a scheme for paying rural people for conservative land management, and forest-based environmental services, but uptake is poor, are you arranging or do you have already, a policy for legal confirmation of land ownership or equivalent resource rights?

2. What is the level of your institution's ability to identify a Policy issue in need of resolution in relation to the forest sector itself (such as in National Forest Programmes) and in relation to inter-sectoral discussions (such as National Strategies for Sustainable Development and Poverty Reduction Strategies)?

- a) Poor
- b) Average
- c) Good
- d) High

(Please tick one box only)

**For example:**

If your institution is not able to secure budget allocations from donor grants under poverty reduction budget support, while agricultural and fisheries departments are obtaining such finance, isn't there a policy issue around your institution's access to the negotiating table?



3. Would training concerning Policy analysis and development, and how to recognise these issues, be of benefit?

a) **Yes, definitely**

b) **Possibly**

c) **No, training not necessary**

(Please tick one box only)

Please give an example of a difficult issue or problem at Policy level for which training may be of help:

### **Policy debate and Participation**

4. During a policy debate, does your institution find it easy to analyse and understand what is happening and being discussed?

a) **Yes, with ease**

b) **Most of the time**

c) **No, not really**

(Please tick one box only)

#### **For example:**

If there is a policy of decentralising government, is it clear what adjustments your institution would make willingly and which it would fight?

Please give an example of a policy process in which you are involved but find difficulty in understanding:



5. Does your institution normally join in with the discussion and contribute to both analysis and formulation of policy?

- a) Yes, all the time   
b) Now and again, if it has relevant input   
c) Never, due to lack of confidence   
d) Other  (Please tick one box only)

**For example:**

Is your institution routinely consulted on sectoral policy issues, or do you have to request invitations to the negotiating table? [Do you make use of the FAO Development Law Service for assistance in modernising legislation and regulation? Can you confidently steer the passage of policy through the government machine?]

Please give an example of a policy process in which you are involved but find difficulty in participating:

6. Would training in understanding the entry points to policy and the processes of policy debate be of benefit?

- a) Yes, definitely   
b) Possibly   
c) No, training not necessary  (Please tick one box only)

**Communication and Negotiation**

7. Is your institution confident in the use of communication skills to influence a negotiation?

- a) Yes, very   
b) Sometimes, depending on the subject   
c) No, not at all  (Please tick one box only)

**For example:**

Can your institution easily formulate a "One Minute Message" for political Ministers, or do you struggle with complex pre-prepared statements? Can you adjust easily to shifting alliances and evolving positions as negotiations proceed?



Please state which aspects of communications that would be especially helpful in negotiation:

8. Would training in communication skills and influencing of negotiations be of benefit?

- a) **Yes, definitely**
- b) **Possibly**
- c) **No, training not necessary**  (Please tick one box only)

**For example:**

Have your staff received training through simulation games and role playing? Have they been taught by mainstream journalists or trade union negotiators or human rights lawyers?

Please give an example of a difficult issue or problem involving advocacy for which training may be of help:

**Gathering information**

9. What is the level of your institution's ability in finding the relevant information for constructing a compelling brief?

- a) **Poor**
- b) **Average**
- c) **Good**
- d) **High**

**For example:**

Can you easily access policy documents outside the forestry sector?. Are you aware of developments in fisheries management which could be adapted for better forestry?

(Please tick one box only)



10. During the research and development process of constructing a policy brief advocating changes affecting your stakeholders, is your institution normally creative, using a wide variety of research methods and material?

- a) **Yes, regularly**   
b) **Possibly, depending on the situation**  (Please tick one  
c) **Never, this would be carried out in-house**  box only)

**For example:**

If your institution was constructing a brief that has the potential to affect a community in some form, would the research include going into that community and gathering views and ideas from its members?

11. Would training in these areas be of benefit?

- a) **Yes, definitely**   
b) **Possibly**   
c) **No, training not necessary**  (Please tick one box only)

Please give an example of a difficult issue or problem involving the preparation of a policy brief for which training may be of help to you:

**Handling controversy**

12. When faced with a controversial situation, is your institution able to handle and use this controversy constructively?

- a) **Yes, definitely**   
b) **Unsure**   
c) **No, we find this difficult**  (Please tick one box only)

**For example:**

How do you cope with arguments by journalists, by environmental campaigners or by anti-corruption protesters? - you cannot always avoid being attacked, so do you have a prepared strategy for dealing with imminent Press exposure? Do you have an effective informal liaison with environmental and social NGOs?



13. Would training in managing deep-seated differences of opinion and approaches be of benefit to you?

- a) **Yes, definitely**   
b) **Possibly**   
c) **No, training not necessary**  (Please tick one box only)

Please give an example of a difficult issue or problem involving a persistent controversy for which training may be of help to you:

### **Marketing the message**

14. Does your institution have sufficient experience and knowledge to 'sell' a brief or policy to political Ministers during a debate or conference event?

- a) **Yes, our marketing department handle these issues**   
b) **Sometimes, but external advice is normally used**   
c) **Never, this is not a consideration of the institution**   
(Please tick one box only)

#### **For example:**

If the institution had a policy issue or an idea to present during a conference or debate, would there be a department from which advice and training could be sought in the most effective manner to do so?



## International Level

### Becoming a national delegation member

1. What is the level of knowledge of your institution on becoming a member of a national delegation and preparing for active membership?

- a) Poor
- b) Average
- c) Good
- d) High

**For example:**

If the institution wished to join a particular delegation, would it be aware of eligibility prerequisites and procedures, or at least know how to acquire this information?

(Please tick one box only)

2. Would training in this area be of benefit?

- a) Yes, definitely
  - b) Possibly
  - c) No, training not necessary
- (Please tick one box only)

Please give an example of a lack of preparation or insight into joining such a delegation, for which training may be of help to you:

### Intervention

3. Is your institution able to intervene, contribute, and help to develop any position that a country may adopt during a conference?

- a) Yes, always
  - b) Sometimes, depending on the subject
  - c) No, not at all
- (Please tick one box only)

**For example:**

Does your institution have well defined and stable ethics and ideals / viewpoints that provide the confidence to intervene and contribute spontaneously during conferences and debates?



4. Is your institution able to intervene and contribute to plenary and committee debates based on prior discussions and government-approved negotiating positions?

- a) **Yes, always**   
b) **Sometimes, depending on the subject**   
c) **No, not at all**  (Please tick one box only)

5. Would training in this area be of benefit?

- a) **Yes, definitely**   
b) **Possibly**   
c) **No, training not necessary**  (Please tick one box only)

Please give an example of an experience in which your institution was unable to intervene in a debate or conference, for which training may be of help:

### **Interacting and engaging**

6. Do the representatives of your institution have the ability to engage and interact effectively with fellow national delegation members?

- a) **Yes, with confidence**   
b) **Some of the time**   
c) **No, not at all**  (Please tick one box only)

#### **For example:**

Are there any barriers, such as language, confidence, or lack of understanding, which hinder the ability of your institution to become involved in discussion and interaction with fellow members?

7. Do the representatives of your institution have the ability to engage and interact effectively with other delegations?

- a) **Yes, with confidence**   
b) **Sometimes, depending on the subject**   
c) **No, not at all**  (Please tick one box only)

#### **For example:**

Does your institution have enough understanding and knowledge of other delegations and their standpoint to be able to interact with them confidently?



8. Would training in these areas be of benefit?

- a) **Yes, definitely**
- b) **Possibly**
- c) **No, training not necessary**  (Please tick one box only)

Please give an example of a difficult issue involving the ability to interact and engage with others within the conference and debating environment, for which training may be of help to you:

### Negotiation of text

9. What is the level of your institution's ability in the negotiation of text?

- a) **Poor**
- b) **Average**
- c) **Good**
- d) **High**

(Please tick one box only)

#### For example:

When negotiating the text of your proposed policy or idea, does your institution have the knowledge and understanding of the necessary negotiating guidelines and procedures involved to be able to carry this out effectively?

10. Would training in these areas be of benefit?

- a) **Yes, definitely**
- b) **Possibly**
- c) **No, training not necessary**  (Please tick one box only)

Please give an example of a difficult issue or problem involving negotiation of text for which training may be of help to you:



## Requesting International support

11. Does your institution have adequate knowledge to be able to request new or additional international support?

- a) **Yes, with confidence**   
b) **Maybe, with some research**   
c) **No, not at all**  (Please tick one box only)

### For example:

If your institution was involved in a donor-supported project which required either external knowledge and assistance, or further funding, would it have the necessary resources to develop proposals in donor-prescribed formats?

12. Would training in this area be of benefit?

- a) **Yes, definitely**   
b) **Possibly**   
c) **No, training not necessary**  (Please tick one box only)

Please give an example in which your institution experienced difficulty in sourcing additional international support, for which training may be of help:

## International Secretariat

13. What is the level of knowledge of your institution on preparing and becoming part of an international secretariat?

- a) **Poor**   
b) **Average**   
c) **Good**   
d) **High**

(Please tick one box only)

### For example:

If your institution believed that becoming part of a particular international secretariat would be of benefit to its work, would it have the knowledge and understanding of any resources and experience it requires, and how to secure entrance into such a role?



14. Would training in this area be of benefit?

- a) Yes, definitely   
b) Possibly   
c) No, training not necessary  (Please tick one box only)

Please give an example of a difficult issue or problem involving entry into an international secretariat for which training may be of help to you:

### Acting as Chair / Rapporteur

15. What is the level of understanding and knowledge of your institution on how to act as a Chair or Rapporteur at plenary and committee sessions?

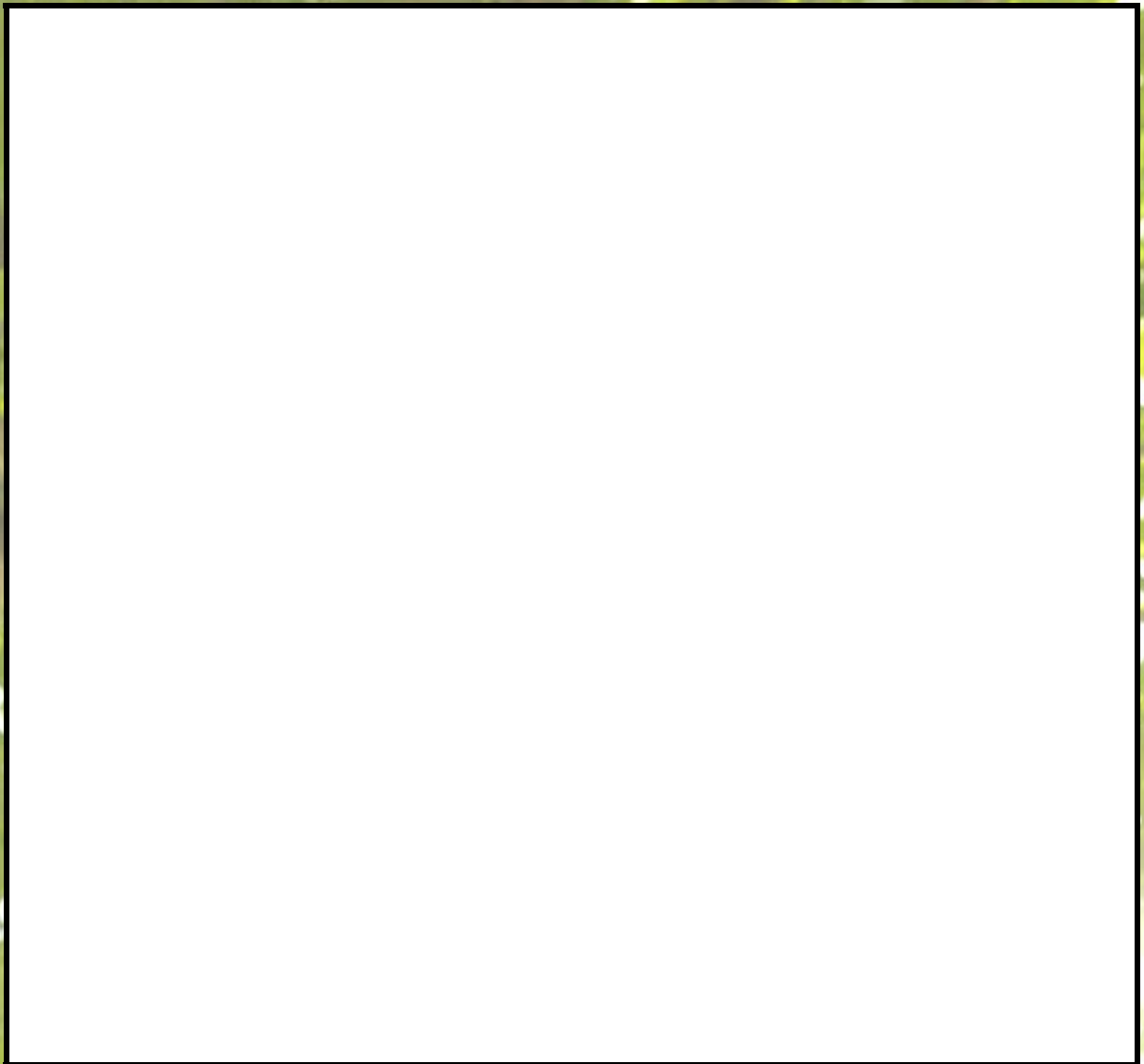
- a) Poor   
b) Average   
c) Good   
d) High  (Please tick one box only)

16. Would training in this area be of benefit?

- a) Yes, definitely   
b) Possibly   
c) No, training not necessary  (Please tick one box only)

Please give an example of a difficult issue or problem involving international negotiations for which training may be of help to you:

Please use the space below to add any further comments and suggestions:



Please return this questionnaire by mail to: Miss L Campbell

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The deadline for completion and return is **29 April 2005**. Preliminary results should be available by 19 May 2005 at UNFF – 5