

Report of Workshop “Building an Agenda Together” (*Bangun rencana bersama*) and Mapping Training (*Pelatihan Pengenalan Pemetaan*)

Long Loreh, East Kalimantan
20-24 November, 1999

Prepared by Lini Wollenberg, CIFOR
10 December 1999

Summary

Eighty-one villagers from 27 villages in the Upper Malinau River met during a five-day series of meetings to discuss their needs, create a joint agenda of potential research topics and learn about mapping as a tool for overcoming boundary and land use conflicts. The meeting and training were organized by CIFOR in collaboration with six Indonesian NGOs with skilled in participatory mapping. Eight observers from local government and company offices also attended the meeting. We used participatory methods, experiential learning and responsive planning as a basis for workshop activities.

Using visioning techniques, villagers identified clean water, protected forest and electricity as their three highest priorities for the future. Other issues raised included other infrastructural developments related to transport, irrigation, education and community halls, and agricultural support such as seed sources and PMDH assistance. The main constraints to achieving these priorities were no funds, no attention from government or companies, and a lack of awareness and knowledge among the members of the community. Other main obstacles included that villagers are not unified among themselves, no maps of resources or land use are available, there is no certainty or clarity about the rules or boundaries

The facilitators provided information about the changing policy scene in Indonesia, especially about local autonomy, cooperatives, hutan adat, hutan desa, PMDH, HPH kehutanan masyarakat, tata ruang.

Villagers produced action plans that showed four common features: the need to (1) report back to their home villages, (2) create an organization along the entire Malinau that would help unify perceptions, provide coordination and strengthen their rights, (3) ask help from CIFOR for specific activities such as how to approach the companies and surveying, and (4) submit proposals to government and companies.

Based on their visions, constraints and action plans, as well as an explanation of what CIFOR was and examples of its programs (BRF generally, RIL, CIMAT and ACM), villagers were asked to provide suggestions for CIFOR’s research agenda. In order of frequency mentioned, these were: clean water (22 participants), protected forest for the village’s benefit (15), mapping of boundaries among villages and with companies (of forest and village) (14), condition of the forest’s resources (13), conditions of the communities, their needs, economy and regional economy (9), develop the community (8), approaches for negotiating with companies and making proposals to them (7), deforestation and how to guard the forest (6), how to develop a unified citizenry, build an organization among villages and bring perceptions together, as well as cultivate adat (4). Other suggestions were mentioned three times or less.

CIFOR presented a response about how the communities’ needs could be furthered through joint research with CIFOR. CIFOR (from the ACM program perspective) can conduct research on a cluster of human resource activities related to tools and strategies for (1) building cooperation (especially among villagers), (2) negotiating and overcoming conflict, (3) acquiring policy information. In a second cluster of activities, we can also research tools and strategies for monitoring and better understanding (4) forest condition, (5) social conditions related to better understanding their needs, strengthening the communities and the local economy, and (6) boundaries and land use. CIFOR is not in a position to provide development funding.

During the mapping training participants learned about the different purposes of maps, and how to make a sketch map, a scale map, a map that showed real geographic position, and a map of land use. They learned how to use a compass and GPS, how to measure distance on a map and the concept of

direction and degrees. They learned about the different parts of maps and how to complete a map with a title, legend, orientation information etc. They also learned about conflict management related to boundary determination. We used role playing exercises to explore ways in which the participants would deliver the information to their villages, and negotiate with companies and the government.

The overall level of interest and satisfaction with the workshop seemed to be high. Evidence from seven villages in the first three days following the workshop suggests that follow-up activities were immediate. Key lessons learned from the evaluation suggest that we need to be more selective in finding a mix of old and young participants who can learn mapping skills but also provide local “policy” and history. It would be desirable to also have a single main facilitator for the duration of the meeting, and planning among *all* of the facilitators well before. More time and repetition would be necessary for participants to fully absorb the information. Perceptions among the villagers of what CIFOR is seem to still be variable.

Full Report

Purpose of workshop and training

CIFOR organized the Loreh workshop and training to (1) establish a basis for participatory action research with 27 (possibly 28) villages of the Upper Malinau River, from Sentaban to Long Jalan, by eliciting their vision and priorities and introducing CIFOR’s program areas, and (2) initiate participatory mapping as a concrete action that both serves to benefit communities directly as a tool for co-management, as well as creates a platform for studying social learning.

The expected outcomes of the workshop on 20-21 November were:

- (1) An understanding among all stakeholders about the needs, visions and priorities of the villagers of the Upper Malinau.
- (2) An understanding of the role of CIFOR in contrast to the role of the communities and other stakeholders in achieving their visions and fulfilling their needs.
- (3) An agenda of research activities that provides benefits to the communities

The outcomes expected from the mapping training on 22-24 November were:

- (1) Villagers better understand the objectives of mapping and different types of maps
- (2) Villagers understand how to make a map
- (3) Villagers make a decision as to whether they want CIFOR to help with follow-up

The meeting was also an opportunity to directly observe local capacities of villagers and effectiveness of representation of village interests.

Background and planning activities

The decision to hold a mapping training for the villages of the Upper Malinau was made February – April 1999, in response to interest expressed to CIFOR during a series of village surveys. Planning meetings were held among CIFOR, SHK, Plasma, Putijaji and WWF in Samarinda in April, July and September. During the course of these meetings it became clear that we also needed to hold a general community meeting preceding the training. Jon Corbett, Machfudh and Njau Anau prepared a base map from Landsat imagery.

CIFOR staff delivered invitations to the communities in August 1999 during a preliminary survey. The purpose of the meeting was explained and Kepala Desas were encouraged to choose three people from their village capable of teaching others when they returned to their community.

During the week of 14 November, we provided reminders about the meeting by visiting several villages (Tg. Nanga, Laban Nyarit, Mirau, Halanga) and sending letters to the other more distant villages. We asked at the same time for feedback from the communities about how to improve the training this year compared to the one conducted by SHK with CIFOR sponsorship last year. The feedback was consistent that: people wanted more practice than theory; that last year the material did not really sink in; and that they did not want to sit the whole time.

Letters of invitation were also sent to the local Camat, Bappeda Samarinda, Inhutani. PT. Meranti Sakti was invited by word of mouth.

With Jon, Made, Njau and Lini, we also created an evaluation framework for assessing the impact of the workshop and our mapping activities later (see Attachment A).

Loreh Community Committee

Fifteen members of the community met on 14 November 8-10 to discuss Loreh's contribution to the organization of the workshop (all were from Loreh and Sengayan, although others had been invited from BB and Pelanrau). Nine people were selected to head a community committee. CIFOR agreed to pay Rp. 5,000 per guest per night (assuming cost of two meals @2,500 each) to households hosting villagers from outside Loreh. The committee selected the households and appointed one village to each household. Most of the houses selected were from Loreh and Sengayan, with one each in BB and Pelanrau. Lunches would be served at Paulus' house, with the help of our three cooks. We agreed upon a schedule for Sunday that would begin at 2 pm to allow people to go to church. The women providing the snacks would rotate among themselves so everyone had a chance to earn a profit. We agreed that any government officials would be hosted by Samuel and Paulus. CIFOR would buy supplies not available in the village. Carrying water and providing firewood would require payment. We agreed the Committee members themselves would not be paid (we provided them and the cooks with T shirts in the closing meeting on 25 November). The cooks would receive an "honor" afterwards as a note of thanks. The members of the committee responsible for consumption, guest arrangements and heading the committee were busy on a nearly full time basis for the duration of the meeting. See Attachment B for list of members of the committee.

Facilitator Planning Meetings, 19 November (all day) and 21 November (morning only), 1999

Roem Topatimasang from the NGO Insist (a professional facilitator and specialist in community organizing), Amin Jafar from Padi and Mairaji from Lembaga Pemberdayaan Masyarakat Adat (LPMA) (participatory mapping specialists) and Jon Corbett from University of Victoria/CIFOR arrived on Thursday 18 November. Together with Made, Njau and Lini we spent all of Friday 19 November making planning our approach and activities.

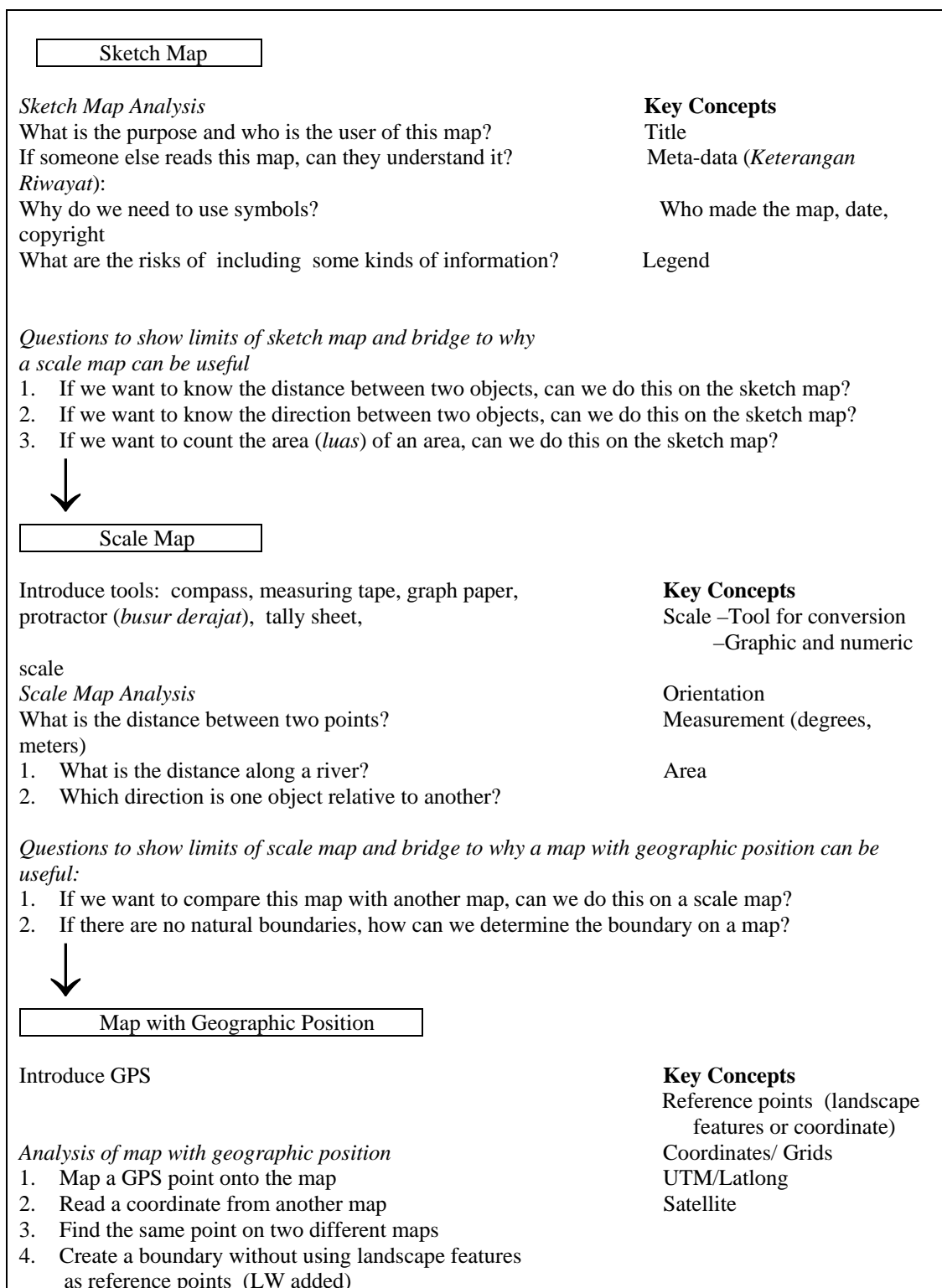
After reviewing the context of the villagers' concerns and CIFOR's work here, we produced the following guiding principles:

1. Use dialog (interactive learning) to communicate
2. Relaxed atmosphere
3. Positive tone
4. Mutual respect
5. Participants should be active members of the workshop, not just recipients of information
6. Use visual aids as much as possible
7. Keep language simple
8. Facilitators should be ready to help everyone
9. Be transparent about our goals and methods
10. Use a flexible approach, based on planning with a steering group that would meet nightly and include members of the communities.
11. Be responsive to the participants' needs by having a daily evaluation.
12. Use experiential learning where ever possible.

We planned the first two days of the workshop (Saturday and Sunday) in detail. Our strategy was to elicit positive visions from the participants about what they hoped for their village. We would look at commonalities across villages and treat the larger area of the Upper Malinau as our impact area, not differentiating among villages. Based on the constraints then identified we would analyze the stakeholders involved and discuss actions for achieving the visions. We also produced a broad outline for the mapping training with the understanding that the other facilitators (see Attachment C) would arrive on Saturday and participate in the second planning session on Sunday morning. We also agreed to use "energizer exercises" to keep the meeting lively.

On Sunday morning with the other facilitators (the participatory mapping specialists and two villagers supported by SHK as part of farmer-to-farmer training) we created a strategy for teaching in a step-wise and experiential fashion about the different types of maps possible and their suitability for different purposes (see Figure 1). The schema could be applied to the teaching of base maps, land use maps etc., however we used it only for the first three types of maps introduced. We purposely did the mapping on the football field outside of the meeting hall because of the convenience and reasonable size. We also wanted everyone to have the same application so that they could see each others' results.

Figure 1. Schema for Introduction of Key Concepts Related to Maps



Workshop to Build an Agenda Together, 20-21 November, 1999

Day 1

Roem Topatimasang was the main facilitator for the first two days of the meeting. After the usual words of welcome from the Kepala Desa and CIFOR (there was no kepala adat present) and introductions, we proceeded with the first activity. This was a small group exercise –per village--to draw a picture describing their hopes for their village. At the time of the exercise, only 18 villages were present. The village groups produced mostly maps showing roads, planes, electrical lines, gardens, water pipes and forests. Eighteen villages were present at this time. Some of the graphics were quite outstanding. Each village presented their vision and three cards on which they their three priorities about what they hoped for the future. When the cards were clustered they showed the following priorities:

Protected forest (including land for the village treasury (*Kas desa*)) –16/18 villages
Clean water – 13/18 villages
Electricity—7/18 villages
Wet rice/irrigation- 4/18 villages
Transport (gravel, road, bridge)-5/13 villages
Agriculture other (seedlings, plantations, implement PMDH) 3/18
Education – 2/13
Community hall--3/18

Although this was the count for the top three priorities, many of the villages listed similar topics as their 4th to 10th need! (see summary of evaluation below).

Discussion arose about the meaning of *hutan lindung* and *kas desa* and *tanah adat*. There are multiple definitions (e.g. some use or no use, ladang or no ladang, for communities at large or for a specific village etc.) that may need sorting out to assist communication. A suggestion was made to unify perceptions about this. *Kas Desa* is an introduced term from Java that may not be appropriate as it applies to usually small areas such as 2 ha. We agreed for the interim that all of these terms referred to something that belonged to a village where rules applied to people from outside that village.

The main constraints to meeting these priority needs were no funds, no attention from government or companies, and a lack of awareness and knowledge among the members of the community. Other obstacles included that villagers are not unified among themselves, no maps of resources or land use are available, there is no certainty or clarity about the rules or boundaries, they don't know how to make a report or request, lack of education, don't know how to musyawarah, villagers don't live in one location (hamburan), companies don't fulfill promises, and Dayak people have no close family relationships among the elite or powerful. Through the discussion Roem asked who they needed to face to overcome these problems. The answer: government, companies and villagers themselves.

Roem provided information about the changing policy scene in Indonesia, especially local autonomy (UU 22 and 25, mistakenly referred to as UU 23) and cooperatives. He also explained the process of policy making from UU to PP and SK. He explained that the government should provide a service to the people, that the people were the "boss" of the government. Local people will be able to influence decisions through their DPRD tingkat II. The session provided a sense of empowerment about the possibilities for local government to retain more of the wealth gained through activities such as mining and forestry. One participant commented that "we don't have any idea about government here. The only thing we know is that there is one!" There was a strong interest in wanting to learn more about policy. Roem suggested they can get more information by talking directly to DPRD reps and through NGOs.

Participants selected six people to represent them in the steering group scheduled to meet at 8 pm that evening. These people were:

Paris (Salmon Alfarisi) –Langap
ABD Rahmat --Gong Solok II
Tasa – Setarap

Ramses Iwan- Setulang
Musa – Tanjung Nanga
Lince – Long Loreh (woman)

Participants were asked to write down on a piece of paper responses to three evaluation questions:

- (1) What do they not understand yet? (or that which is difficult)
- (2) What made them happiest?
- (3) A suggestion for the next day

Total participants on the first day: 77 (see Attachment D for a complete list of all participants who attended the workshop and training). New people kept arriving all day. There were only 6 Punan and 2 women for most of the day on Saturday. The PMDH representative from PT. Meranti Sakti attended Saturday and Monday. We asked that he not attend the first two days to give the communities a sense of openness. Pak Jalong Lawai, ex-Kepala Desa of Loreh and ex-DPRD Bulungan also joined the meeting for the first several days. About seven CIFOR staff and consultants also joined the meeting on the first two days, including Ismayadi Samsodin, Hari Priyadi, Yurdi Yasmi, Herry Purnomo, Franz, Widjaya and Eddy from the NGO Bioma in Samarinda.

In the evening the results of the evaluation were tallied and the steering group met to review plans for the next day. Our additional facilitators had arrived by this time as well (except for Franky). We began each evening with a review of the evaluation results together with the community members of the steering group (which on Day 2 included Paris from Langap, Samuel from Langap, Bare Usat from Halanga, Musa Apui from Tanjung Nanga, Ramses Iwan from Setulang, Lince from Loreh, Jangin Njau from Gong Solok and Tasa from Setarap).

Summary of Evaluation (main points):

Comments about what was difficult or not clear:

Why has mapping not begun yet? CIFOR is not clear, e.g. what is CIFOR's aim with the community. Will we be able to realize any concrete results from this discussion?

Comments about what made the participants happy:

New information, especially about policy changes. My thinking has opened and I have gained new experience. Learning about the constraints

Suggestions:

Request more explanation. Hope there will be more forums like this, e.g. every year. Request that the complaints expressed by the community are given a solution

Day 2

The second day began with a report by Ramses Iwan (participant) of the evaluation of Saturday's activities. In response to the evaluation, we explained that the mapping would begin on Monday and that we felt it was important to understand the context of mapping first. We then presented a description of CIFOR and CIFOR's programs (BRF generally, RIL by Hari Priyadi, CIMAT by Yurdi Yasmi and Herry Purnomo, and ACM by Lini with input from Njau, Made, Yurdi, Herry) (see Figure 2). The main points made about CIFOR were that it is a research institute that produces information. Lini described our mission and repeated several times that CIFOR is not a company and that the communities themselves are responsible for changing their condition, not CIFOR. CIFOR cannot provide funding for development activities. Lini explained why we were in the Malinau area and that the purpose here is to see how different land users can work together to manage the forest well while improving the lives of people around it. Lini explained also that the purpose of our meeting this week was to find out from the villagers what they thought we should be researching and to try to find areas in which to do research together. The descriptions of the programs were succinct (one flipchart each), and tried to link back how CIFOR's work related to a need expressed by the community.

Figure 2. Description of CIFOR's Research Programs as Presented in Indonesian.

ACM

"Pengelolaan Hutan Bersama" dengan tujuan memberdayakan masyarakat.

Cara:

- (1) Mengembangkan alat untuk menjembatani pihak-pihak (seperti pemerintah, masyarakat, perusahaan), misalnya usulan kepada pemerintah*
- (2) Mengembangkan metode bangun persiapan masyarakat untuk perubahan, misalnya, cari informasi untuk memperbaiki pengelolaan hutan, buat rencana bersama, pengawasan perubahan*

RIL

"Pembalakan Dengan Dampak Rendah" terhadap air, tanah dan pohon-pohon sisa. The benefits were described as "hutan lestari", both for environment as well as for forest products such as gaharu, rattan, durian and tengkawang (illipe nut).

CIMAT/ Criteria and Indicators

"Ciri-Ciri Pengelolaan Hutan Yang Baik"

Memperoleh informasi mengenai pendapat masyarakat tentang ciri-ciri pengelolaan hutan yang baik dan ini bisa dibandingkan dengan pendapat umum, sesuai dengan analisa CIFOR. Ciri-ciri tersebut membantu kita mengawasi dan memperbaiki hutan. Sesuai dengan UU 41 /99, masyarakat berhak mengawasi keadaan hutan.

Participants then met in small groups to brainstorm about action plans to achieve the conditions they stated as priorities in their visions. We divided into three groups—one for clean water, one for protected forest, and one for infrastructure generally. The presentations of the groups showed four common features in the action plans: the plan to (1) report back to their home villages, (2) create an organization along the entire Malinau that would help unify perceptions, provide coordination and strengthen their rights, (3) ask help from CIFOR for specific activities such as how to approach the companies and surveying, and (4) submit proposals to government and companies. There was discussion following about what kind of how to create an organization

Ade Cahyat made a presentation about different types of forest policy and distributed a table of information about the legal concepts and basis for Hutan Desa, Hutan Adat, HPH Kehutanan Masyarakat, Hak Pemungutan Hasil Hutan and Hutan Rakyat

At the end of the second day, the evaluation consisted of a piece of brown poster paper with three scales marked by a smiling and a sad face at opposite ends. Participants were asked to place a sticker along the scale to explain whether they were understanding or not, or for the last question, whether they thought the plans could be realized or not. The three scales represented:

- (1) I understand what CIFOR is (or not)
- (2) I understand the policy presentations (or not)
- (3) Our plans can be realized (or not)

Each scale had six faces on it. The participants placed their stickers approximately evenly across both the positive and negative extremes for all three questions (For the policy question, the positive responses were distributed evenly across two faces). From observing the process, we concluded in the evening discussion among the steering group that the participants may have been somewhat arbitrary in their responses and therefore found the results hard to interpret. Lince agreed to present the results the following morning.

Based on their visions, constraints and action plans, as well as an explanation of what CIFOR was and examples of its programs, villagers were also asked to provide suggestions for CIFOR's research agenda "Apa yang sebaiknya diteliti oleh CIFOR bersama masyarakat di Hulu Malinau?"

The responses were analyzed later that evening, and discussed with the steering group. In order of frequency mentioned, the responses were: clean water (22 participants), protected forest for the

village's benefit (15), mapping of boundaries among villages and with companies (of forest and village) (14), condition of the forest's resources (13), conditions of the communities, their needs, economy and regional economy (9), develop the community (8), approaches for negotiating with companies and making proposals to them (7), deforestation and how to guard the forest (6), how to develop a unified citizenry, build an organization among villages and bring perceptions together, as well as cultivate adat (4). Other suggestions were mentioned three times or less. CIFOR staff met to prepare a response to present the following day.

A mapping manual prepared by Njau Anau, with assistance from Jon Corbett and Lini Wollenberg prior to the meeting was distributed to participants in preparation for the following three days.

The number of participants peaked on the second and third day. Although the official number according to the attendance list was only 80, we received 91 evaluation forms on the second and third days. Four women attended.

Mapping Training, 21-24 November, 1999

Day 3

CIFOR presented a response about how the communities' needs could be furthered through joint research with CIFOR. CIFOR (from the ACM program perspective) can conduct research on a cluster of human resource activities related to tools and strategies for (1) building cooperation (especially among villagers), (2) negotiating and overcoming conflict, (3) acquiring policy information. In a second cluster of activities, we can also research tools and strategies for monitoring and better understanding (4) forest condition, (5) social conditions related to better understanding their needs, strengthening the communities and the local economy, and (6) boundaries and land use. CIFOR is not in a position to provide development funding. CIFOR's approach is based on

Following the CIFOR response, we officially began the mapping training section of the meeting. During this first day of mapping training participants learned about the different purposes of maps, and how to make a sketch map and a scale map. Ade Cahyat was the primary facilitator. He opened the discussion with brainstorming about the purpose of maps. He asked for 16 people to present their views, in the end only 8 people spoke. The purposes mentioned are summarized in Figure 3.

Figure 3. Summary of participant's views about the uses of maps

To show area of ownership
To show the boundaries of an area from the perspective of its history
To become better acquainted with the conditions in an area
Recognition and respect for boundaries
To use as a tool for managing negotiation, conflict or legal cases
To train younger generations about their customary culture and rules
To arrange plans for natural resources
To show others patterns in forest use as a promotion of local interests

During this discussion, a number of participants told stories of their own boundary problems—either arising because of new migrants, conflict with a neighboring village, or the activities of outsiders in marking boundaries with posts (and the villagers not knowing why). Pak Abia from Sentaban suggested that where multiple villages shared a single location that they divide the area by land use instead of my desa. Ade the facilitator added that we need to respect the village around us. Before you do mapping, you need to resolve conflicts with the villages around you.

In accordance with the schema produced during the facilitator planning session (see Figure 1), we began with the task of working in seven small groups (not attended by a facilitator in this instance) to make a sketch map. Participants were told there was going to be a New Year's party hosted by this village and that they had to prepare a map for the guests who would arrive so that they would know their way around the village. The groups used about 45 minutes to produce the maps and then presented them. Of the seven maps, 5 had orientation, 6 had a legend, 4 had titles, 2 explained the purpose of their maps, and two had the names of the people who had made the maps. These components of maps were discussed and explained in the plenary.

The Camat, Ence Mohammad Yunus, was invited by CIFOR to attend as an observer on or after the 22nd. He arrived at noon, and at 2 pm led a plenary discussion. He stated that the Kecamatan's office did not have a map of the area of the village boundaries because they were used to relying on natural landscape boundaries. They do not even have a map anymore of the general region. There is a need for an clarification of the boundaries among villages and he hopes that CIFOR can help, esp. with community meetings and use of village institutions like the LMD. He urged people not to take the land of others and to recognize that everyone needs land. He also said if we destroy them, they will not help us later. He suggested they can put their proposals on maps and that these can be later combined with the map held by the Kabupaten. He asked about their proposals and urged people to visit their LMD or come see him as it is his job to serve the people. He admitted that he was still unclear as to some changes in policies –especially tanah adat--as these had not been implemented yet at his level. He said their Kabupaten would receive 8 Trillion Rupiah under the new rules. The role of the new Bupat will be to spend the first 6 months assigning positions. The next 6 months will be used to create the new DPRD with 18 positions from the area and 2 from the military/police (20 total). There should be a better understanding between local people and the companies. CIFOR can help bridge. There is no single Kepala Adat for the whole Malinau river. We have a lot of adat systems. The original inhabitants here were probably the Punan. In response to about four questions, he answered report people if they break the law, but you need a witness and depending on who it is, you may be able to take care of it internally first. Use your LMD, LKMD and Kepala Desa. If you want to make an organization, you are free to do so—that will help me. The presentation and discussion provided an excellent reinforcement of the policy reform material presented by Roem and Ade in the previous two days and brought an element of reality and legitimacy to the forum. The Camat's staff agreed to meet with the communities that evening in Pak Paulus' house. They discussed the availability of rice subsidies to villagers living in Loreh, Langap, The other villages (largely Punan) have not received subsidies up until now and complained. The Camat's staff requested these villages/households requesting subsidies to make proposals to the Camat's office. It was also proposed that the rice would be distributed from Malinau, but people protested that then only a few people would get it. (It was also agreed that the rice that was not picked up could be sold at lower prices to whomever was willing to buy it later).

Evaluation for Day 3 consisted of a form with a series of questions about whether people understood the components and tools of maps done so far: including legend, GPS, orientation (should have used “*arah*” instead of “*orientasi*”), keterangan riwayat, title etc. They were also asked to write down on the back what kinds of policy information they were most interested in learning more about as well as any recommendations about what they would like to learn more about.

The community members of the steering group were rotated for the remainder of the meeting to include:

Njau Ubang – Gong Solok I
Darwis – Laban Nyarit
Abia – Sentaban
Bare – Bila Bekayuk

In the evening, the results of the evaluation were discussed with the steering group (only Bare did not attend). The main conclusion was that most people seemed to have a good grasp of legend and meta-data (*Keterangan Riwayat*), but not of scale. There were recommendations to learn again about the compass, about scale, about the GPS and about policy. There will also suggestions to repeat everything so that it would be better absorbed. We had a lengthy debate among ourselves about how much to tailor the training the next day to the people who did not understand versus those who did not. (We concluded by the end of the workshop that some people simply did not have the background or physical capabilities such as eyesight to do the mapping). The facilitators agreed to pay more attention to people who seemed left behind, as well as to make a list of the people in their group per village and indicate their skills level, so we could later determine villages' capacities. Pak Abia agreed to report back the results of the evaluation.

A meeting was also held at Pak Paulus' house with Inhutani II's PMDH representative that evening. Bila Bekayuk representatives asked why they had not received PMDH up until now (Laban Nyarit's neighbors, Halanga and Mirau also complained that they do not received PMDH). Paris from Langap

responded that they needed to make a proposal to the KanWil and that this would then have to be approved from Samarinda. The PMDH rep promised to review the request made by Bila Bekayuk.

Day 4

On the second day of training, we continued use of the scale map and a map that showed real geographic position, and a map of land use. We began with the report of the evaluation by Pak Abia, our concerns about trying to reach everyone and a brief exercise to review the use of the compass. The participants learned how to use a compass and GPS, how to measure distance on a map and the concept of direction and degrees. They repeated learning about how to complete a map with a title, legend, orientation information etc. The day was spent mostly in small groups, with the plenary used to introduce new concepts.

Ade used the last 1.5 hours to make a presentation about policy, especially related to UU 22, 25, tata ruang, hutan kemasyarakatan.

The PMDH representative from Inhutani, Abia Abdilah, attended the meeting and held a discussion at Paulus' house that evening with whomever was interested.

The evaluation was conducted with three questions. Participants physically moved to a designated spot to indicate their level of understanding as either high, partial, or not at all. The evaluation showed that half of the participants partially understood the material. About one-third did not understand at all. About one sixth understood very well. About 5/6s still had enthusiasm for the next day. A detailed summary of the evaluation is given in Attachment A.

During the evening steering committee meeting, we agreed that conflict resolution skills were probably more important than any technical mapping skills. Samuel and Desi had stories they could share with the group about their own experiences in observing how boundary conflicts were overcome. We rehearsed these presentations and gave feedback.

Day 5

On the fifth day, we did not report the results of the evaluation as these were apparent and self-explanatory from the previous afternoon. Lini was the main facilitator as Ade and Nasir had to leave the previous evening. The schedule began with a summary of what we had covered in mapping up to this point. We briefly described that follow-up would occur and that one of our main tasks for the day would be to talk about follow-up. We began with a small team building exercise in which a group held hands in a circle and then entangled themselves in a knot. One person was then asked to make the circle whole again by getting out of the circle by themselves. Then the whole group was asked to do it together. Lesson: to solve a problem in which we are interdependent, everyone needs to cooperate.

The morning was spent discussing boundaries. First, we discussed conflict management by listening to very useful presentations by facilitator Samuel and visitor Desi about their experiences in the Krayan and Lumbis, and Tepulang respectively. These included examples of how locations with multiple villages, including villages with territories far away could divide up land evenly. This session was concluded with a brainstorming session about one thing that each participant could do in their own village to overcome boundary conflicts. The responses were overwhelmingly "to have a *musyawarah*" especially within one's own village as well as with neighbors. Other responses were to contact neighbors to inform them about the plans for a meeting, to have a common goal and "persatuan", to create adat rules, to make and use maps, to know your antagonists, and to define hutan lindung and wilayah adat rights.

Facilitator Franky then led a discussion about land use, and four small groups were formed to make land use maps, stressing the need for these to reflect a specified purpose and categories selected by the group. This was a difficult exercise at first, as most wanted to begin making the map right away without discussing the purpose and categories first within their groups! The maps were to be of an imaginary village. These were posted in the front of the room and analyzed to show that some did not indicate the boundary of the hutan desa, one showed scale, even though it was not possible on a sketch

map, and one showed a picture of a deer, but the symbol was not included in the legend. Through this kind of analysis we tried to provide iterative learning about what had been learned on the previous days.

In the afternoon, we used role playing exercises to explore ways in which the participants would deliver the information to their villages, and negotiate with companies and the government. Four groups were formed, with each group having the task of creating their own drama that reflected what they had learned. Two groups did dramas about how they would deliver information to their villages. One did a drama about how they would deliver information to the Camat. One did a drama about how they would deliver their map to a company. They each presented their dramas in about 20 minutes. Almost all of the dramas were insightful and hugely hilarious. The participants lampooned everyone, including CIFOR, the facilitators and the local kepala adat. One village was given the name “Desa Kepala Batu.” The presentations revealed which types of information people seemed to absorb most: what a map is, it’s relevance to meeting their needs and the need to negotiate carefully. Some of the nuances of understanding that we gained from these presentations (and that would have otherwise been unclear): the problems of being released from work/duties for a week and then coming back to the village to try to report what you have learned to disinterested and possibly jealous and annoyed villagers; that the word for map “peta” is very similar to “beta” the local name for the vegetable petai; their making fun of all the clapping that we did; the map was described as being valuable, same as money, something to show proof; the kepala adat often cannot hear because he is old; if we want to have a meeting we have to call everyone from the forest; the likelihood of bribery being involved; and that explaining CIFOR could get in the way of explaining to others about mapping.

We wrapped up the dramas with a discussion of follow-up steps. These included

- (1) *Musyawarah* (have a meeting) with your community
- (2) Fill in the names of your rivers and mountains on the white base map (these were subsequently distributed)
- (3) Give a mapping training in your community
- (4) a Tim Pelatihan Pemetaan will be created with local community members to facilitate
- (5) Bargain with the villages around you
- (6) In March by the latest, CIFOR will return the corrected maps to you
- (7) Plan how you want to use your maps
- (8) If we do mapping, ask for representation from each village.

We then selected together six posts as Information Centers for distributing information. These posts are to serve the surrounding villages. They are:

Tanjung Nanga (includes Long Jalan, Paya Setoran, Metut, Rian and Lake)

Langap (includes Laban Nyarit, Mirau, Halanga, Long Rat and NTK)

Loreh (includes Bila Bekayuk, Pelancau, Sengayan)

Gong Solok I (includes GS II, Adiu I and II)

Setarang (includes Batu Kajang)

Setulang (includes Sentaban, Kanipe and Bila)

For CIFOR’s stakeholder meeting on 2 December, the participants suggested that each village designated as an information center send one representative.

We then distributed mapping kits that included markers, A4 paper, large brown paper, rulers, simple compasses, and erasers.

The final evaluation was done with everyone writing on a card one thing they learned that they felt was most important. The responses were primarily about mapping.

The session closed with thanks to all. Our party planned for that evening (for 500 people!) was cancelled due to a death in the village. Transport compensation was distributed that evening and the next morning to cover gasoline costs.

Post Meeting Wrap – Up

Facilitators met in the evening of 24 November to reflect on what we could do better if we were to conduct such a meeting and training again. See evaluation details in Attachment A see for the suggestions made.

The remaining CIFOR staff (with Jon Corbett) then spent three days to plan (and do some team building): next steps in the mapping exercise, our research questions and conceptual framework, and take care of logistical details. See Attachment E for the summary (in Indonesian) of next steps as guidelines sent to the communities' representatives that participated in the meeting. See Attachment F for a general announcement (in Indonesian) distributed to the communities. See Attachment G for a summary of tentative research questions. See Attachment F for an announcement in Indonesian describing the meeting and its outcomes for general distribution.

CIFOR staff made a follow-up trip to Long Langap, Long Rat (the only village to not send a participant to the meeting) and Nunuk Tanah Kibang because of the feeling that we needed to have better contact with the Kepala Adat in Langap and to inquire about why Long Rat did not attend the meeting.

CIFOR staff met with seven of the participants again in the Seturan Station during a general CIFOR planning meeting on 2 December. One of these participants stayed for the entire CIFOR meeting to represent the communities' interests. By 6 December, 15 sketch maps had been completed and sent by the communities to CIFOR's guesthouse or the Handayani Losman.

Attachment A

Record of Evaluation Methods and Results

During the preparation week (12 – 19 November) we (Jon, Made, Njau and Lini, later with input from the other facilitators, especially about the approach) constructed an evaluation framework to guide our learning. The purpose of the evaluations would be to:

1. Assess the impact of workshop and training
2. Assess the impact of mapping
3. Improve our responsiveness during the workshop through feedback from participants

Topic	Purpose	When	How?
Hopes about the future, expectations about workshop	1,2	Sat 20 Nov	After eliciting general vision, provide detail about their objectives in pleno
Understanding of mapping -What is the reason this village wants to make a map? -How are the results of this meeting going to be delivered to the villagers in their villages? -How will this map be made to reflect the aspirations of all the members of the communities -If they already have a map, how will they use it? --who will they show or send it to? --who will they discuss it with? --who will hold on to the map in their village?	1,2	Mon 22 Nov Wed 24 Nov	To be determined (We agreed initially that these points would be delivered at the beginning of the training as the types of information that the participants would learn).
Evaluation of the workshop. Was the material delivered: --clear and understandable? --too fast or too slow --did participants feel free or shy --did the participants have a feeling of togetherness? --what needed to be improved	3	Every day	Possibilities: Construct a team of 4-5 people to provide evaluation each day (take turns) Create a scale with stickers (don't use odd numbers on scale to avoid centrist tendencies) Use diverse methods Every activity should be evaluated
How will we know later if the mapping is successful? --boundary problems decrease --rights to land or forest are clear and strong --there is a broader and stronger network of cooperation ...other indicators by communities?	2	Tues. 23 Nov? (this will be done later)	To be determined
General evaluation --participants' impression of the process --other information that the participants would like	1,2,3	Wed 24 Nov	To be determined

The framework was applied in a flexible way in accordance with the flow of the workshop. Although the overall objectives were met, the details of implementation were changed in several instances.

Results:

1. Visions: maps and objectives

Participants were divided into groups by village and asked to make a picture of their hopes, as well as ID on cards their three priorities. The 18 maps/pictures were posted on the walls and presented.

Protected forest (including Kas desa) –16/18 villages

Clean water – 13/18 villages

Electricity—7/18 villages

Wet rice/irrigation- 4/18 villages

Transport (gravel, road, bridge)-5/13 villages

Agriculture other (seedlings, plantations, implement PMDH) 3/18

Education – 2/13

Community hall--3/18

From the vision maps it was clear that participants had skills to make sketch maps with rivers, titles, some with legends, some showed resources, no one showed changes, they were all made with various scales.

2. Purpose of making maps (this turned out to be a general list elicited in a pleno brainstorming exercise by Ade, it does not necessarily reflect their priorities):

Purposes:

A tool to show area of ownership

To show the boundaries of an area from the perspective of its history

To become better acquainted with the conditions in an area

Recognition and respect for boundaries

To use as a tool for managing conflict or legal cases

To train younger generations about their customary culture and rules

To arrange plans for natural resources

To show others patterns in forest use as a promotion of local interests

3. Of the seven sketch maps produced on Day 3, 5 had orientation, 6 had a legend, 4 had titles, 2 explained the purpose of their maps, and two had the names of the people who had made the maps.

4. General information about how the maps would be used was produced through the dramas. General conclusion: maps would be held by the Kepala Desa. They would be used to negotiate with neighboring villages and government and companies. Aspirations of all community members would be met through musyawarah.

5. Evaluation of each day

a. Day 1 (Sat 20 Nov)

What do they not understand yet? (or that which is difficult)

What made them happiest?

A suggestion for the next day

(answers were recorded on a card that collected and tallied).

Comments about what was difficult or not clear:

Why has mapping not begun yet?

CIFOR is not clear, e.g. what is CIFOR's aim with the community

What is meant by development

Did not understand the morning discussion

How to get clean water

Will we be able to realize any concrete results from this discussion?

Government changes

Don't understand the constraints that we face.

Village boundaries

How can we make a proposal to the government
 Will CIFOR be the one to help meet the needs of the communities
 Mapping is not clear yet
 Protected forest is not clear yet

Comments about what made the participants happy:

Learning about the constraints
 New information, especially about policy changes
 Through this training there will be a change
 Proposal to do a survey
 My thinking was opened
 I have gained new experience
 Explanation of community needs
 The workshop

Suggestions:

Request more explanation
 So that the meeting will be finished
 Request more information about policy
 Hope there will be more forums like this, e.g. every year
 CIFOR should help the communities, e.g. deliver information about our needs and proposals
 Hope we'll be able to implement everything on schedule
 Make proposal to government
 How will CIFOR help?
 So the complaints expressed by the community are given a solution

b. Day 2 (Sun 21 Nov)

Scale evaluation (paham, tidak paham; bisa, tidak bisa) with stickers
 What should CIFOR conduct research on?

The participants placed their stickers approximately evenly across both the positive and negative extremes for all three questions (For the policy question, the positive responses were distributed evenly across two faces). From observing the process, we concluded in the evening discussion among the steering group that the participants may have been somewhat arbitrary in their responses and therefore found the results hard to interpret.

c. Day 3 (Mon 22 Nov)

	Understand	Do not understand
Legend	52	13
Meta-Data	50	14
Scale	28	34
Orientasi	35	24
Ukuran	45	13
How to use		
Compass	37	17

Recommendations included: want to learn more about how to use a compass, more about scale comparisons, about GPS, coordinates, the rights of each village vis-a vis-companies, about the UU 22 and 25, about *hak desa lewat koperasi*, and want to review everything so that we learn it well.

d. Day 4 (Tues 23 Nov)

The evaluation was conducted with three questions. Participants physically moved to a designated spot to indicate their level of understanding as either high, partial, or not at all. A summary of the evaluation is shown in Figure X below.

Day 4 Evaluation Questions and Number of Participants Responding to each Category

Questions Posed	Understand	Partly Understand	Don't understand
I know 2-3 tools used for mapping	9	32	23
I can draw information from the field onto a map	10	31	22
I have enthusiasm for tomorrow	55	0	9

e. Day 5 (Wed 24 Nov)

The most important thing I learned in this workshop and training. People were asked to write one point on a card and then about 8-10 people, including facilitators, read them out loud. Responses from the community included: mapping,

Final evaluation by facilitators was done based on personal reflection followed by a sharing of observations among everyone on the evening of 24 November. Points raised were the following:

1. Selection of participants –mostly older people came, many who could not see well or had minimal education. While their views and knowledge are important to understand adat, names of places etc, there should be a better balance of young and old to ensure that mapping skills can be absorbed by at least some representatives. The importance of the role of the old and young shifted during the course of the meeting, with the views of the older people being more important in the beginning and the skills of the younger people more important in the end.
2. Was 5 days too long?
3. Need one main facilitator to run the meeting from start to end.
4. Need a technical manual as well one about conflict resolution
5. Should bring extra equipment next time to anticipate the likelihood of extra people.
6. More advance planning needed for training component.
7. More stories about conflict resolution would be useful.
8. Need a better base map, preferably one made from a topo map, radar map and survey map.
9. We were lucky that the meeting flowed so smoothly with great openness among facilitators and no conflict among them or the participants.
10. Need more repetition and technical skills. We should not cut them off due to time constraints. We should do the training until they can really, really do it. Need more time.
11. CIFOR's purpose before the meeting was not extremely clear.
12. Indicators of preparedness of the community (*sosialisasi*) not very strong. Need to *sosialisasi* not only the participants, but also the government.
13. Need to have talked more about how they will organize the training when they return to their village.
14. Can follow Kayan Mentarang's example and use *lokasi* (set of villages) instead of village as the unit for work.
15. Agree that there should be a Tim Pendamping from the communities, but that the communities should not depend on this group to do their work for them.
16. We need to be careful about being too egotistical in inserting or forcing our own ideas about what people should do, e.g. in creating a new organization. It is better to work through existing structures.
17. We did not teach them how to make a "correct" map.
18. We did not talk enough about the rules for land use, e.g. rules for land under hutan lindung.
19. How are we going to monitor the process.
20. Need a special study about their views of what land is.
21. We need quick follow-up- they don't have to become mapping experts.
22. Need more time discipline

23. Impression of CIFOR is that CIFOR is like the government and can help them.
24. People worked very hard, were very committed.

Additional comments collected after the meeting

25. There was no discussion of the risks and ethics of mapping
26. Need to identify key concepts to be taught in advance and then discuss how to communicate them. For example, map scale.
27. Each desa should have the opportunity to make a sketch map, scale map, map with the geographic position and land use map that they can bring home to use as an example. This would also be a good opportunity to repeat the exercise.
28. The teaching of different types of scales (e.g. 1:100, 1:300 etc) proved difficult for both the facilitators as well as participants. The math skills were largely absent. In the future, it would be important to concentrate on communicating the concept and letting those with the math skills do the calculations.
29. Begin the meeting on a Sunday to ensure more even participation from the beginning.
30. Participants should be given incentives to stay continuously rather than rotate to ensure continuity.
31. Women's participation should be encouraged more rigorously. Women seemed more interested in the workshop discussions than in the mapping training.
32. Farmer-to-farmer exchange visits may work best in more informal settings with a cohesive set of hosts rather than large workshops where a lot of people are gathering for the first time together. The participants were too preoccupied with each other and figuring out their own conditions to pay attention to visitors.
33. The manual should be prepared in conjunction with the planning of the teaching method so that the one reinforces the other.
34. There is a need for follow-up information on the policy information supporting mapping.
35. Need to make CIFOR's address available
36. It was good to have several representatives from each community, including people such as teachers from Bali, teachers from Pujungan etc. Often times these outsiders were the people with the strongest skills.
37. Is it idealistic to assume that every member of the community should and can understand mapping? Mathematical literacy is a real constraint.
38. How to do training for our staff to be less pedantic and formal?
39. The first two days were a good empowerment and team building exercise to warm up the group for the more difficult sessions in mapping. The last day's dramas also helped the meeting to end on a positive note.
40. NGOs could better explain themselves with an explanation of their activities rather than organizational structure and staff.
41. All abbreviations should be written out.
42. Time management skills are important for facilitators of small groups
43. Language- as always, needs simplification
44. Facilitators should sit with participants and show interest. Otherwise distracting.
45. Training exercises that introduce new skills should be structured to allow participants to practice them repeatedly.
46. "Energizer exercises" were essential to keeping the tone lively and informal.
47. People pointing at maps should do so slowly and deliberately to make their point clear.
48. Any products made during the course of the meeting should be available to be taken home by the participants.
49. Distribution of manuals and kits should be done with a list and signature of the recipient to avoid anyone taking more than their fair share (as happened with the manuals).

Facilitators also reported on the skills available within their small groups:

Those with the strongest skills were:

- (1) ABD Rahmat Gong Solok
- (2) Njuk Bilang Gong Solok
- (3) Ramses Iwan Setulang
- (4) Adrianus Metut (Setoran)
- (5) Nyoman Tg. Nanga

- (6) Abia Ap Sentaban
- (7) Sargius Loreh
- (8) Paris Langap
- (9) Piang Irang Adiu

Others who seem relatively capable:

- Wilis Bilung Tanjung Nanga
- C. Kole Adjang Setulang
- Yunis Pelancau
- Mika Jalai Loreh
- Lince Aran Loreh
- Samuel Bilung Langap

Attachment B

Members of the committee:

Section heads:

Paulus Irang
Samuel Jalung
Yusup Anye
Lia Lungu
Irang Anye
Sargius
Irang Lungaw
Merang Lian
Thomas Lawai
Sargius Anye
Apui Lian

Cooks, water carriers and firewood providers:

Mariam Lian
Elesabet Jalung
Ibu Rusly Rasid
Asung Jalung
Sarlen Aran
Mariam Njuk
Jalung Dungau
Simon Lawai
Sarifa
Agustina
Bai Lawai

Attachment C

List of Facilitators

Roem Topatimasang	Insist-Yogya
Ade Cahyat	SHK-Samarinda
Nasir	SHK- Samarinda
Amin Jafar	Padi- Balikpapan
Mairaji	Lembaga Pemberdayaan Masyarakat Adat- Banjarmasin
Samuel ST Padan	WWF-KAN- Balikpapan
Sayo	PPSDAK- Pontianak
Franky	Yayasan Tanah Merdeka-Palu

Attachment D

Final List of Participants

NO	NAME	Village/affiliation
Participants from villages		
1	Baya Jalung	Batu Kajang
2	Birin Luat	Batu Kajang
3	Juk Lian	Batu Kajang
4	Ngau Jurang	Batu Kajang
5	Bare Tangga	Bila Bekayuk
6	Lukas	Bila Bekayuk
7	Romules Abau	Bila Bekayuk
8	Yunus Romulis	Bila Bekayuk
9	Djuk Laing	Gong Solok 1
10	Incau Ubang	Gong Solok 1
11	Juk Bilung	Gong Solok 1
12	Abd Rahmat	Gong Solok 2
13	Apoi Irang	Gong solok 2
14	Jangin Njau	Gong Solok 2
15	Bare Usat	Halanga'
16	Baya Laing	Halanga'
17	Tomas Tangga	Halanga'
18	Aran Lungu	Laban Nyarit
19	Darwis Ngau	Laban Nyarit
20	Lander	Laban Nyarit
21	Yahuda	Laban Nyarit
22	Aran Liah	Langap
23	M.Salman Alfarisy	Langap
24	Markus Impang	Langap
25	Samuel Bilung	Langap
26	Laing Aran	Long Adiu
27	Ubang Alang	Long Adiu
28	Yahya Irang	Long Adiu
29	Abia Ape	Long Bila
30	Alang	Long Jalan
31	Bun	Long Jalan
32	Iman	Long Jalan
33	Karolus	Long Kanipe
34	Ipu Baya	Long Lake
35	Sefrin Hayung	Long Lake
36	Thomas Bilung	Long Lake
37	Djalung Laway	Long Loreh
38	L.Samuel Jalung	Long Loreh
39	Lince Aran	Long Loreh
40	Mika Jalai	Long Loreh
41	Sargius Anye	Long Loreh
42	Adrianus A	Metut
43	Maice	Metut
44	Ubang I	Metut
45	Abiya Daniel	Mirau
46	Marlen Alang	Mirau
47	Marthen Bila	Mirau
48	Mazem Alang	Punan Mirau
49	Incau Ibung	N.T.Kibang
50	Alang Ncau	Paya Seturan
51	Koleh Lawing	Paya Seturan
52	Unyat Incau	Paya Seturan
53	Yohanes Bilung	Paya Seturan
54	Adau I	Pelancau
55	Ipu Kre	Pelancau

56 Yakob	Pelancau
57 Yunus Aco	Pelancau
58 Irang Usat	Punan Adiu
59 Marthen Lungu	Punan Adiu
60 Piang Irang	Punan Adiu
61 Ipu Uking	Punan Rian
62 Marlana	Rian
63 Yuliana	Rian
64 Karlen Incau	Sengayan
65 Liah Lungu	Sengayan
66 Matius Lungu	Sengayan
67 Unyat Laing	Sengayan
68 Yusup	Sengayan
69 Marten Murang	Sentaban
70 Suma N	Sentaban
71 Aran Upuk	Setarap
72 Armin Agung	Setarap
73 Lawing Bungan	Setarap
74 Markus	Setarap
75 Tasa Encuk	Setarap
76 C. Kole Adjang	Setulang
77 Laing Ngau	Setulang
78 Ramses Iwan	Setulang
79 I Nyoman Wigunaya	Tg. Nanga'
80 L. Wilis Bilung	Tg. Nanga'
81 Musa A	Tg. Nanga'

Others

1 Apui Lian	Loreh/Batu Bara+C117+C24
2 Alan Parnay	PT.MST II
3 Ir. Tito Syafriyanto	PT.MST II
4 Aldi Abdilah	Inhutani II
5 E. Mohammad Yunus BA	Camat
6 Staf camat	Kantor Camat
7 Staf camat	Kantor Camat
8 Staf camat	Kantor Camat
9 Ismayadi Samsuedin	CIFOR
10 Yurdi Yasmi	CIFOR
11 Hery Purnomo	CIFOR
12 Herwasono	CIFOR
13 Hari Piyadi	CIFOR
14 Njau Anau	CIFOR
15 Made Sudana	CIFOR
16 Lini Wollenberg	CIFOR
17 A. Wijaya	Bioma Samarinda
18 Eddy Mangapa Aj	Bioma Samarinda
19 Ade Cahyat	SHK
20 Nasir	SHK
21 Liter	Besik
22 Desi	Tepulang
23 Jono	Tepulang
24 Anggkie	YTM
25 Amin Jafar	Padi
26 H. Sayo	PPSDAK
27 Mairaji	LPMA
28 Samuel ST Padan	WWF-KAN
29 Franz	Consultant
30 Roem Topatimasang	Insist
31 Jon Corbett	University of Victoria

Attachment E

Informasi Tindak Lanjut Pemetaan di Hulu Malinau untuk Peserta Lokakarya

29 November, 1999

Kepada Yang Terhormat
Peserta Lokakarya Pemetaan

Lokakarya kita baru selesai lima hari yang lalu, dan sudah terlihat adanya niat tinggi oleh masyarakat untuk lanjut langsung dengan musyawarah tentang batas dan diskusi tentang pelatihan pemetaan. Sebagai sumber informasi untuk tindak lanjut, dengan surat ini kami sampaikan beberapa pokok informasi mengenai langkah tindak lanjut kita. Kami berharap informasi ini cukup jelas. Kalau tidak, silahkan hubungi staf CI FOR di Loreh, atau lewat surat di alamat yang ditulis dibawah ini.

Langkah-langkah

1. Lengkapi peta dasar yang dikasih di lokakarya. Masukkan informasi hanya untuk wilayah desa anda sendiri. Tambah:
 - a. Gambar anak sungai
 - b. Nama sungai
 - c. Nama dan tempat gunung yang besar
 - d. Perbaiki nama sungai atau desa yang salah
 - e. Judul dengan nama desa
 - f. Legenda dengan simbol gunung
 - g. Keterangan riwayat dengan nama siapa yang melengkapi peta dan tanggalnya.

Tolong kembalikan peta yang diisi kepada Made, Njau, Asung atau Lini (staf CIFOR) di Loreh, Camp Setoran atau bisa dititip di Hotel Handayani. Sebaiknya sebelum tgl 6 Desember, paling lambat 15 Desember, 1999.

2. CI FOR akan tambah informasi yang disediakan oleh masyarakat ke peta dasar dan dikirim kembali secepatnya (sekitar pertengahan bulan Januari, paling lambat bulan Maret).
3. Sambil menunggu peta, silahkan masyarakat bermusyawarah dalam desa sendiri dan dengan desa tetangga tentang lokasi batas dan informasi apa yang sebaiknya dimasukkan di peta desa (contoh: batas hutan desa, wilayah ladang, batas HPH dll).

Ingatlah: Batas desa kita akan sangat tergantung pada kesepakatan dengan desa lain
Batas yang adil akan lebih dihormati dan tahan lama
Konflik bisa diatasi asal tetap ada kemauan dari kedua belah pihak
Bagaimana peta ini bisa dibuat untuk mewakili aspirasi semua masyarakat secara adil.

4. Kalau perlu informasi lebih mendalam tentang perubahan kebijakan pemerintah, kami sudah kirim beberapa buku ke setiap pusat informasi. Lokasinya sesuai dengan

kesepakatan pusat informasi desa yang ditunjuk pada hari terakhir di lokakarya. Yang kami kirim adalah buku tentang UU 22 dan UU 25, dan buku tentang Undang-Undang 41 tentang Kehutanan yang baru (dimana sekarang ada konsep hutan adat yang diakui oleh pemerintah dan pemberian hak kepada masyarakat untuk mengawasi hutan) dan SK Menteri Kehutanan 677 tentang HPH yang dilakukan oleh masyarakat lewat koperasi.

5. Mulai pertengahan bulan Januari 2000, CI FOR akan sebar peta dasar yang baru dan lengkap kepada setiap desa. Peta dasar ini akan ada semua nama sungai dan gunung. Peta ini juga akan berupa foto yang dibuat dari udara (dipanggil "*citra satelit*") dan semua sungai besar dan punggung dan puncak gunung kelihatan. Pemukiman dan sebagian ladang juga bisa diteliti. Peta dasar baru ini, bisa dipakai untuk membuat batas desa dan gambarkan informasi sesuai dengan kepentingan masyarakat.

Untuk gambarkan batas desa dan informasi, CI FOR juga akan sebar kertas kalkir dan spidol.

- Tolong periksa dulu nama dan letak sungai dan kesalahan diperbaiki di atas kertas kalkir.
- Kasih tahu staf CI FOR (Made, Njau, Asung, Lini) apakah desa ini mau dibantu untuk membuat peta.
- *Kalau ya, beritahu kami pada minggu-minggu yang mana paling cocok dan minggu-minggu yang mana paling tidak cocok untuk kegiatan pemetaan. Kegiatan pemetaan bisa dimulai sekitar bulan Februari 2000.*

6. CI FOR akan membentuk semacam Tim Pendamping Pemetaan dengan wakil dari masyarakat yang pernah ikut pelatihan kita dan dengan beberapa staf CI FOR.
7. Langkah Membuat Peta di Desa Dengan Peta Dasar "Citra Satelit"
 - a. Tim Pendamping datang dan koordinasi jadwal dengan Kepala Desa untuk pertemuan umum dengan masyarakat
 - b. Pada waktu pertemuan, Tim Pendamping melatih masyarakat membuat peta. Peta sketsa dibuat dengan batas desa dan informasi lain yang ditunjuk oleh masyarakat. Masyarakat memilih panitia untuk melaksanakan pemetaan (1-2 hari)
 - c. Panitia Desa dengan Tim Pendamping memilih lokasi untuk ambil titik GPS dari peta dasar "Citra Satelit". Cari lokasi di sudut-sudut, atau di ujung-ujung untuk hemat tenaga nanti. Hanya perlu dua titik untuk bikin garis. Pergi ke medan untuk ambil titik GPS (staf CI FOR akan sediakan alatnya) (1-7 hari, sesuai dengan jumlah titik dan luas wilayah). Tulis informasi tentang titik dan lokasinya di kertas.
 - d. Panitia Desa dengan Tim Pendamping gambarkan informasi ke kertas kalkir, termasuk batas desa.
 - e. Jangan lupa tambah informasi tentang judul dengan nama desa, legenda, keterangan riwayat (siapa yang buat, tgl berapa)

Peta dasar "Citra Satelit" yang diisi atas kertas kalkir dan informasi titik GPS yang ditulis di kertas sendiri langsung dipakai atau dikirim ke CI FOR untuk masukkan

informasi terakhir ke peta dan cetak peta yang lengkap. CI FOR akan mengembalikan semua peta-peta, karena manfaatnya ada di masyarakat di Hulu Malinau!

Kalau ada pertanyaan apapun, silahkan hubungi kami.

Hormat kami-

Tim Pengelolaan Hutan Bersama: Njau Anau, Made Sudana, Asung Uluk, Lini Wollenberg

Alamat surat:

Center for International Forestry Research (CI FOR)

PO Box 6596 JKPWB

Jakarta 10065

Alamat kantor:

CI FOR

Jl. CI FOR

Sindang Barang Baru

Bogor Barat, Jawa Barat

Tel. 0251-622-622

Fax 0251-622-100

Attachment F

PROSES DAN HASIL LOKAKARYA PEMETAAN MASYARAKAT HULU SUNGAI MALINAU DENGAN CIFOR *LAPORAN SINGKAT*

Kepada yang terhormat
1999

29 Nopember

Masyarakat Hulu Malinau dan sekitarnya

Salam Sejahtera,

Dalam lembaran ini kami ingin membagi informasi kepada masyarakat di Hulu Sungai Malinau, khususnya tentang kegiatan lokakarya pemetaan dari CI FOR dengan wakil masyarakat dan pihak lain di Desa Long Loreh. Lokakarya dilakukan selama lima hari mulai tanggal 20 s/d 24 Nopember 1999.

Lokakarya dihadiri oleh peserta sebanyak 114 orang, yang terdiri dari 83 orang wakil masyarakat yang terdiri dari peserta, 8 peninjau dari Pemda dan perusahaan, 8 orang dari CI FOR—Njau Anau, Made Sudana, Lini Wollenberg, Yurdi Yasmi, Herry Purnomo, Hari Priyadi, Herwasono Soedjito, Ismayadi Samsedin-- dari Center for International Forestry Research (CI FOR), 3 orang yang bekerja bersama CI FOR—Jon Corbett dari Universitas Victoria dan Edy Mangapa dan Widjaya dari Bioma, dan 11 orang fasilitator yang terdiri dari 1 orang—Roem Topatimasang—dari Insist, 5 orang—Ade Cahyat, Nasir, Desi, Liter, Jono--dari Konsorsium Sistim Hutan Kerakyatan (SHK), 1 orang—Franky-- dari Yayasan Tanah Merdeka (YTM), 1 orang—Samuel ST Padan—dari WWF-KAN, 1 orang—H. Sayo--dari Pemberdayaan Pengelolaan Sumber Daya Alam Kerakyatan (PPSDAK), 1 orang—Amin Jafar-- dari Yayasan Padi, dan 1 orang—Mairaji--dari Lembaga Pemberdayaan Masyarakat Adat (LPMA).

Lokakarya juga dihadiri oleh Bapak Camat Malinau (E. Mohd. Yunus BA) dengan tiga orang stafnya, satu orang wakil PT. Inhutani II, satu orang wakil PT. Meranti Sakti, satu orang wakil dari PT. Baradinamika MudaSukses.

Kronologis kegiatan lokakarya sebagai berikut:

Hari Sabtu dan Minggu, tanggal 20 s/d 21 Nopember 1999 kegiatan sebagai berikut:

-Pembukaan lokakarya, dan diskusi permasalahan serta bangun agenda bersama di fasilitasi oleh dan Bapak Roem Topatimasang serta diikuti oleh seluruh peserta lokakarya. Hasil diskusi permasalahan dan bangun agenda bersama yang dilakukan oleh seluruh wakil masyarakat desa menelurkan tiga harapan yang di anggap paling penting: air bersih, hutan lindung, dan prasarana desa (khususnya penerangan).

Hari Senin tanggal 22 s/d 24 Nopember 1999 kegiatan sebagai berikut:

-Pelatihan Pemetaan Desa Partisipatif bagi wakil masyarakat Hulu Sungai Malinau.
-Materi pelatihan terdiri dari: Bagaimana cara membuat peta dengan baik dan benar, baik peta sketsa dan peta skala, bagaimana menggunakan kompas, bagaimana menggunakan GPS, dan gambarkan titik GPS ke dalam peta, membuat peta tata guna

lahan desa, yang di fasilitasi oleh pendamping, serta penjelasan kebijakan perundangan yang berlaku di negara kesatuan Republik Indonesia disampaikan oleh Bapak Ade Cahyat.

Langkah tindak lanjut

Wakil masyarakat desa yang dilatih setelah kembali ke desanya masing-masing akan melaporkan hasil pelatihan dengan masyarakat di desa, serta berdiskusi dan melatih masyarakat desa membuat peta di desanya masing-masing.

Masyarakat di desa melengkapi peta dasar yang dibagikan kepada semua desa tgl 24 Nop. (lewat wakil masyarakat). Yang dilengkapi pada saat ini, adalah membuat nama sungai dan menambah cabang anak sungai yang belum tergambar di peta, serta membuat nama gunung besar tertentu dalam peta dasar, jika sudah selesai segera dikembalikan kepada CI FOR paling lambat tanggal 6 Desember 1999 untuk di perbaiki di Bogor. Kalau terlambat, masih bisa dikirim sebelum tgl 15 Desember 1999.

Sekitar bulan Januari - Maret tahun 2000 peta dasar serta foto udara (yang disebutkan citra satelit) dengan nama sungai dan gunung akan dikembalikan pada masyarakat di desa, untuk dipakai sebagai dasar membuat peta dengan batas desa dan informasi sesuai dengan kepentingan masyarakat desa. Pada saat ini akan ada Tim Pendamping masyarakat membantu membuat peta yang ini. Sebelum masyarakat desa membuat peta ini, masyarakat desa dengan desa tetangganya harus menyepakati batas dan peraturan adat desanya masing-masing.

Pemetaan desa partisipatif akan dimulai dengan desa yang benar-benar sudah ada kesepakatan mengenai batas, sesuai dengan musyawarah antara desa tetangganya.

Setelah peta desa selesai dibuat oleh masyarakat desa, peta itu bisa dikirim kepada CI FOR supaya diperbaiki di Bogor dengan menggunakan alat komputer.

Setelah CI FOR memperbaiki peta desa masing-masing akan dikembalikan kepada masyarakat di desa untuk dicek ulang, kalau ada yang belum lengkap diperbaiki setelah selesai dikembalikan pada masyarakat di desa.

Setelah peta sudah selesai dengan baik dan lengkap dan sudah dikembalikan kepada masyarakat desa, tindak lanjut untuk menggunakan peta tersebut untuk tawar-menawar dengan pihak-pihak berkepentingan dilakukan oleh masyarakat sendiri.

Demikian informasi singkat tentang kegiatan CI FOR dengan masyarakat.

Hormat kami,

Njau Anau, Made Sudana, Asung Uluk, Lini Wollenberg

Tim Pengelolaan Hutan Bersama, CI FOR

Alamat surat: PO Box 6596 JKPWB, Jakarta 10065.

Alamat kantor: Sindang Barang Baru, Bogor, Jawa Barat;

Tel. 0251-622-622; Fax 0251-622-100

Attachment G

Tentative Research Questions for CIFOR Follow-up: The Role of Social Learning and Empowerment in Managing Boundary and Land Use Conflict in BRF

What kinds of strategies can be used to achieve cooperation, solidarity and effective conflict management among stakeholders in forest areas with regards to boundaries and land use, especially in areas where conflict is high?

1. What aspects of social learning are relevant?
2. What kinds of social learning are appropriate under what conditions?
3. How can these aspects of social learning be strengthened?

Four aspects of social learning as a general strategy will be studied:

1. Improving communication and relations with other stakeholders (communicative rationality)
2. Using planning and monitoring to assess conditions and anticipate or respond to them effectively (enhancing preparedness and responsiveness)
3. Influencing policy and activities of other stakeholders (advocacy)
4. Acquiring specific types of additional information related to policy changes (legal literacy)

Two main sets of conditions related to empowerment will be examined for understanding the appropriateness of different aspects of social learning:

- (1) The role of identity and power relations will be examined by assessing the appropriateness of convenors and platforms for supporting different interest groups.
- (2) The nature of representation or aggregation of interests in decision making and managing information will also be examined.

Cooperation and conflict management will be studied (1) between villages, (2) between villages and companies (logging and coal), and (3) between villages and government

CIFOR will assist in catalyzing local capacities to undertake these different aspects of social learning. Mapping will be introduced as a context for studying how boundary and land use debates are conducted and conflict managed, as well as a tool itself for strengthening multiple aspects of social learning. Cooperation and conflict will be studied in a two-year longitudinal study of 27 villages of the Upper Malinau River from January 2000 to December 2001. Participatory techniques will be attempted to collect information on village-level developments in the conflict management process.

Indicators of positive results (preliminary):

All stakeholders agree on decisions about boundaries and land use.

Conflict is easily overcome without requiring long periods of time, large amounts of resources or assistance from outsiders

No major conflicts occur

Forest is managed in a coordinated way among stakeholders

Perceptions about protected forest, boundaries and land use are shared

Organizations and rules about land use and boundaries are clear (everyone knows), strong and respected.

Interests of weaker interest groups are strengthened and protected.

Representation of multiple interests is effective.