

## Seminar on Forestry Human Resources Development in the Asia-Pacific Region

### Summary Report

Prepared by the STAFA

#### Outputs

- (1) A conclusive report of the workshop
- (2) Compiled reports(presentations) of human resources development in forestry from the participatory economies; and
- (3) A draft proposal for the regional research project of human resources development in forestry.

## Part 1 Summary Report

( For mission of Outputs (1) A conclusive report of the workshop)

As a follow up of previous Forestry HRD Workshop in 2014, APFNet and STAFA jointly organized a seminar on Forestry Human Resources Development in Asia-Pacific Region, from October 25-31, 2015 in China, to explore best means of enhancing and cooperating through the regional network. This seminar also served a good opportunity to gain insights into China's forestry human resources development through a well-designed study tour.

1. The seminar focused on discussions on national forestry training systems in each economy and identified the way forward to strengthen forestry training for officials in the region. Fourteen participants from forestry authorities of 12 regional economies and APFNet as well as STAFA attended the Seminar. Based on the seminar agenda (Annex 4), this report briefly summarizes the presentations and discussions into the following 5 parts. **Introduction: Forestry Human Resources Development Strategies**

Forests and forestry is very dynamic. There are many changes in the forestry development, as forests and forestry is no longer the domain of foresters, multiple uses are expected from the management of forests and an ecosystem approach is also

introduced to the forestry arena. All of those changes require a better approach of human resource development (HRD) to improve the competency of the forestry employees and workforce. HRD is "a set of systematic and planned activities which provides appropriate opportunities for all actors of human/social systems to achieve desired changes in knowledge, skills, attitudes and behavior of the actors, for the purpose of improving the performance of individual and group actors, process and human/social system as a whole". Human resource development has multiple dimensions that provide government with workers with appropriate skills and the ability to adapt quickly to new challenges. Each of these areas is a key driver in creating a favorable environment for development. Because HRD policies are all closely inter-related and must be consistent with an economy's broader development policies, they cannot be framed in isolation. Individual Strategic HRD is a systematic process of developing individual human expertise (which includes learning, training/development, organization development, performance development, and leadership development) in order to enable individual to achieve his/her strategic objectives (individual competitiveness, knowledge, social justice). On the other hand, National Strategic HRD is described as a systematic process of developing strategic human resources (which includes talent development, training/development, organization development, performance development, and leadership development) in order to enable the nation (society) to achieve its strategic objectives (nation's global competitiveness and sustainable competitive advantages). Organizational Strategic *HRD* as a systematic process of developing strategic human resources in order to enable organization to achieve its strategic objectives which includes financial performances and sustainable competitive advantages.

## **2. The status of human resources development among the participatory economies, the on-the-job training programs and activities in particular**

Most of the economies in the region have put HRD as one important component in their national master plan of the forestry development, but only some of them (such as China, Viet Nam, the Philippines, PNG, Myanmar, Malaysia and Cambodia) have

very clear strategies specifically on enhancing HRD or training of forestry officials and formulate the annual work plan or action plan with clear training deliverables. Some economies have set up specialized training centers or institutions which deliver trainings to forestry officials and staff, for example China, Malaysia and Thailand. Forestry training in many economies, such as Viet Nam, Bangladesh, Sri Lanka, PNG and Fiji, rely on forestry universities or colleges for the in-service training for the forestry officials. Forestry training focus has evolved from purely technical to multidiscipline forest approach. HRD still has great challenge related to challenges facing the forestry sector.

Institutional strengthening and capacity building/training is important to institutions and organizations alike. The first step is the development of a human resources development plan based on need assessment and used to guide capacity building actions. The institution or organization must also understand their strengths, weaknesses, and general mission and vision in HRD, which will guide them in understanding what they are trying to achieve and then develop a plan to achieve it.

The situation of Forestry Human Resources Development especially related to training in each economy may not be the same. The identification of forestry Human Resources Development challenges comes to the conclusion that Asia Pacific Region have challenges in providing excellent training program, career development and succession management, competency standard development, less priority to forestry sector, complexity of forestry current issues and providing financial support. On the other hand, some of Asia Pacific economies have strengths that can be used to overcome the challenges. They have good institutional capacity, good policy instrument, enough potential experts/talents, best practices, advance information technology, and the last but not least willingness and spirit to improve Forestry Human Resources Development.

Considering the potential and the need in Asia Pacific Region, all economies identified a number of regional training topics: Community based ecotourism, Non timber forest products (bamboo, mushroom, rattan, honey bee etc), Ecosystem restoration, Climate change and REDD+, Community based forest management,

Crisis/disaster management and conflict resolution. For trainers we listed Training of Trainers on participatory training approaches and some technical aspects. The training had been indentified for officials (senior officials) are: Leadership, Project management, Human Resources Management and Conservation in development. All the training topics are very important to enhance forestry human resources in Asia Pacific Region. However, we can start to have collaborative training programe to be proposed and conducted in Asia Pasific Region.

### **3. The possible effective ways of enhancing regional networking and cooperation in the long run**

Networks bring together people, organizations and resources from all parts of the community. Working together in a network can improve the quality and the quantity of work and spread responsibilities by allowing individuals and groups to contribute ideas, expertise, and resources. Building a network is important in HRD. There are three types of network can be developed for this: 1) Personal networking, for individual development; 2) Operational networking, to conduct the task and fuction of organisation; and 3) Strategic networking, to broaden the capacity of the organization with stakeholder.

Despite the benefits, all participants agree that building and maintaining networks is hard work. Network members must keep in mind some challenges and be prepared to address them. In developing a network, building consensus is a time-consuming process. After we have consensus, all members should have commitment to implement the consensus. The network must build trust among its members and agree on rules necessary for the network to operate smoothly and effectively. The network must decide how to leverage resources for its collaborative activities.

Some activities that can be developed for enhancing regional networking and cooperation is listed below:

- Workshop on: forestry and wetland collaborative management, best practice in human resources developmnet managemenet (forestry competency standard, distance learning etc.)

- Study tour on: tropical forest management (inland forest and mangrove forest to Malaysia and Thailand), Community Based Forest Management in Nepal, Reduced Impact Logging in Malaysia and Traditional home garden system in Sri Lanka
- E-group development as part of APFNet website
- Staff exchange on: Plantation management (in Philippines, Papua New Guinea and Nepal), Landscape level management (in Nepal) and Bamboo management (in Lin'an-China)

From all ideas the seminar selected 4 activities to be proposed (Annex 3). This is in parallel with the Dialogue Mechanism proposed by Forestry Human Resources Development Workshop in 2014. This Dialogue is open to forestry HR departments and training centers / institutions across the region. For its initial operation, APFNet may provide the funding.

#### **4. The possibility of initiating a regional research to assess and analyze regional Human Resources Development and training situation**

Research is a systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications." To develop forestry human resources development all economies agreed that we have to conduct study on some areas. Since the Asia Pacific economies have a lot of similar problems and challenges, it is necessary to have collaborative research/study on: Regional Forestry sector competency standard, Post training evaluation system, Competency based curriculum development, Effective training program development, Training Need Assessment for government employees on IT application in forestry sector, Training Need Assessment for senior officers on contemporary forest/ Climate Change/policy formulation. And the participants of the seminar overed their idea in some action plans.

## **5. Lesson learned from China's human resource development of forestry, its management and operation.**

The seminar provided three objects for field trip. First the participants visited “Bamboo demonstration base” to learn participatory process of capacity building for bamboo farmer, second “Bamboo Genus Garden” to study the sustainable development, as well as research, training and promotion of forestry technology for bamboo industry in Lin'an City, the role of human resource development based on capacity building to local forestry development, farmers' income and international scientific and technological cooperation, and third “Baisha village” to learn the capacity building on ecosystem restoration and ecotourism. By using this method, this seminar not only could achieve the objective to learn China's human resource development of forestry, its management and operation, but also analyze the utilization of field trip for training program. Field trip provide outdoors experiences and observations from which the participants learn, stimulates questions and ideas.

The field trip in this seminar was arranged to make a connection between reality and theory, to provide an authentic learning experience, to meet and interact with others community, to experience all five senses (see, touch, feel, smell, taste) in order to make the participants get more benefits from the seminar.

Lin'an City was a good example of a comprehensive forestry human resource development. All of the five HRD Strategies have been implemented:

- talent development: rewards system by outstanding people award, clear career path by official level
- training/development: on all aspects of bamboo production for all target groups/stakeholders, extension and awareness raising
- organization development: participatory research, study tour and exchange program
- performance development: collaboration/cooperation with other institution, demonstration site/plot

- leadership development: coaching and mentoring by consultant services

Stakeholders has different role in capacity building activities. Government institution, private sector, Non Government Organization and communities shared responsibilities in doing training, extension, awareness raising, demonstration plot and any other programes.

## Part 2 Summary of Participants' Report

### ➤ Bangladesh

#### **BANGLADESH FORESTRY HUMAN RESOURCE DEVELOPMENT**

--- by DR. MD. MOHIUDDIN

##### **Forest Human Resource in Bangladesh**

In Bangladesh there are five (5) institutions for training and education for forestry officials and employees. The institutions are as follows:

**Forest Academy, Chittagong:** Forest Academy, Chittagong established in 1964.

Head of this Academy is Director in the rank of Conservator of Forest. The academy conducts forest related long and short training courses for the Cadre officers and Forest Rangers.

**Forestry Science & Technology Institute (FSTI):** There are three FSTI situated in Sylhet, Rajshahi and Chittagong. Head of the Academy is Director (Deputy Conservator of Forest). Conduct forest related Diploma and short courses for Foresters, Plantation malis (gardeners) and NGO staffs.

**Forest Development and Training Centre (FDTC), Kaptai:** Head of the Centre is Director (Deputy Conservator of Forest). **FDTC** Conducts training Courses on forest utilization and harvesting for the forest staffs, BFIDC staffs, saw mill employees and NGO staffs

##### **University level Professional Education in Forestry:**

In Bangladesh there are many public universities which contain forest related many subjects. The eminent universities are as follows:

University of Chittagong- Institute of Forestry,

University of Khulna –Forestry and Wood Technology

Shah Jalal University of Science and Technology, Sylhet- Forestry and Wood Technology

**Government Initiatives:** Government also conducts training programs in abroad for government officials as well as conducts training programs within economy for government officials and communities, NGO workers and others.

##### **Constraints:**

- Lack of institutional capacity of forestry training institute.
- Less use of information technology
- Lack of knowledge like economics of forest management, cost-benefit analyses, conflict management, social structure and gender issues, land and forest rights and reforms, participatory rural appraisal, GIS and remote sensing, management of common property resources, etc. of forest managers.
- Lack of facilities and infrastructure.
- Lack of competent trainer
- Outdated curriculum.
- Insufficient budget.
- Insufficient number of training institutions
- Limited number of training courses
- Absence of Annual academic/training calendar

##### **Challenges**



- Overcome the lack of knowledge, skills and attitudinal development among the foresters who directly involved in participatory forest management.
- In case of social forest management the development of relationship between forest officials and community people as partners rather than the "enemies" of forests.
- Development of knowledge and skills of forest personnel in effective communication, inter-personal relations, conflict management, mediation and facilitation etc.
- As biodiversity conservation becomes increasingly important, foresters also need to sharpen their understanding of the scientific theory and management principles of this approach.
- Sustainability of newly introduced co-management system in protected areas.
- Creation of alternative source of forest produce to meet the demand as government has imposed bar on the harvest of natural forest.
- Efficient management of protected areas already declared by the government.
- Ensuring integrated and comprehensive training according to the changing nature of the job of forest personnel
- Enhance the competency of forest personnel to combat the adverse effect of climate change.
- Development of connectivity among the economies through media like skype, face book, video conference etc.

#### **Way Forward**

- Sufficient budget should be allocated for forestry training and education.
- Connectivity with foreign training institutions especially in Asia Pacific region.
- Mutual collaboration among the forestry institutions in the Asia Pacific region
- Training curriculum should be updated.
- Program must be taken for Institutional capacity building.
- Continuous training, education and professional development programs for the forestry professional should be in place on a larger scale in the context of modern needs.
- Every institution should follow a planned and fixed academic/ training calendar.
- Introduction of e- learning system in training module
- Exchange programs on related and relevant information, knowledge, and experience of forestry issues

### **➤ Cambodia**

#### **Human Resources Development and Capacity Building in Cambodia Forestry Sector**

*---by Sophal Chann*

Among the total staff at Forest Academy, only about half of them have an education background in forestry, at least at the college level. Additional staff will be employed at offices under the Forestry Administration (FA) and trained to fulfil their expected roles. These need training and motivation to fulfil their new roles and actively execute their responsibilities under the National Forestry Plan (NFP).

General training at the central FA and other stakeholders, concerning all programmes, including skills enhancement for:

- Coordination with relevant stakeholders to implement NFP
- Design, management, monitoring and evaluation of projects

- Identification of ways that the central FA can best support local FA, and help them develop local skills in management, monitoring, evaluation and problem analysis.

To respond to urgent capacity needs for the implementation of NFP, designate government staff, education institutions, NGO partners and local forest management committee and members will be trained. Main areas of capacity building by programme are listed below:

#### **For National Forest Demarcation, Classification and Registration**

- Effective collaboration, conflict resolution and involvement of all stakeholders in the forest demarcation process according to harmonized national guidelines for Permanent Forest Estate (PFE) demarcation
- Experienced central FA staff designated to forest demarcation will be trained to provide backstopping support to local government units, including planning and training local FA staff in national guidelines and provide other support when needed.

#### **For Forest Resource Management and Conservation**

- Good governance in forest management system
- Landscape approaches to forest management-planning to integrate different sectors and socio-economic development
- Forest management planning at the national and local levels to facilitate implementation of SFM
- Alternative SFM systems (multi-purpose forestry with less focus on commercial forestry), based on overall good forest governance principles
- New approaches to SFM in production forests
- Forest genetic material conservation and use
- Silviculture techniques
- Re-forestation techniques and maintenance
- Eco-tourist opportunities in relation to Cambodia's forest; integration of eco-tourism and forest conservation; and benefit sharing with local communities
- Alternative sources of energy (instead of fuel wood)
- Biodiversity conservation
- Climate change mitigation and prevention
- Sustainable plantation forestry considering ecological, social and economic aspects
- Certification schemes and chain of custody verification systems for forest products
- Timber and NTFP processing and wood technology development
- Extension to local levels on the Forest Management Plan and the Monitoring Assessment and Reporting System (MAR-SFM).

#### **For Law Enforcement and Governance**

- Integration of FLEG into basic education institutions (certificate-diploma-BSC), within natural resource management
- Training of trainers from education institutions to develop a cadre of FLEG officers to train and guide others
- Train designated Lecturers, FA staff, NGO partners, local governments, and CF Management Committees and members in all aspects of forest crime prevention
- Train managers to identify vulnerabilities, which may cause or exacerbate forest crimes
- Train enforcement officers in forest law enforcement and governance, to prevent and combat forest and wildlife crimes

- Inter-agency trainings, addressing capacity shortcomings within the legislature, judiciary and the executive powers, which also aims to improve interagency collaboration in combating and preventing illegal forest activities.

#### **For National Community Forestry**

- Formal education, targeting the education system of diploma and BSc
- Professional trainers, through Training of Trainers
- FA staff who have responsibilities to support CF development
- Community forest members and committees/local government officials who have responsibilities for managing parts of the permanent forest estate
- Private sectors, who support, or need to understand and accommodate community forestry.

#### **For Sustainable Forest Financing**

- Formal education, internationally and nationally (BSc, MSc, PhD)
- Professional trainers, through the “Training of Trainers”, who can then provide training to others
- FA staff who have responsibilities to support different programmes
- Local government officials who have responsibilities for facilitating decentralized forestry development
- Private sectors who involve in forest development
- Training on Reducing Emission from Deforestation and forest Degradation (REDD) for various stakeholders.

Reference: Cambodia National Forest Programme

## **➤ Fiji**

### **Human Resources Development and Capacity Building in Fiji Forestry Sector**

---By Manasa Luvunakoro

#### **Training Historical Background**

Training in Forestry is embedded in the Forest Policy, 1950, which directs the Conservator of Forests to train subordinate staff in appropriate knowledge and skills relevant to forestry work. The first training program was offered in 1969. To date, the Forestry Training Centre has awarded a total of 227 graduates with Forest Technician Certificates. Graduates are not only from Fiji but also from other Island States in the Pacific region. With the downsizing of the civil service, the need for training subordinate staff has become scarce with demands for training occurring every 3 – 5 years.

#### **Proposed Sectorial Developments in Training**

The Forestry Training Centre at Colo-i-Suva is envisioned to educate forest resource owners, enabling the implementation of informed decision-making on the management of their resources. It is also envisaged to focus on primary processing or harvesting of logs. Skills Training at the Timber Industry Training Centre (TITC - also known as Wood Industry Skills Development Centre (WISDEC)) will focus on secondary processing specifically to increase standards and grades of products from sawmills, standardizing seasoning treatments to ensure uniform production of specific end products, improving design and craftsmanship while expanding the product profile of value added products aimed for the export market.

#### **Forestry training and education**

The Government has been supporting the professional and technical forestry training programmes, both in-country and at overseas institutions. The FD has been exploring cooperation and outsourcing opportunities with forest training facilities at the regional and national level, and define the roles and responsibilities of institutions that need to be involved in the overall reorientation of educational training in order to have access to the collective knowledge on forestry in the region, to reduce costs and to avoid overlapping responsibilities. Curriculum has been revised recently to ensure that the programme and contents are in line with the requirements of the Fiji High Education Commission.

### **Industry Training**

There is a need for comprehensive skills training for the forestry industry to improve knowledge of forest utilization, the Fiji Forest Harvesting Code Of Practice (FFHCOP) and environmental protection practices, log conversion, timber preservation, quality assurance and marketing processes.

The challenge is to establish an operational efficiency and financially sound base to offer the appropriate training, and to find best options to share the tasks between the Timber Industry Training Centre at Nasinu (TITC), the Forestry Training Centre at Colo-i-Suva (FTC) and specialised training providers outside the FD.

### **Awareness and training for Resource Owners**

The Government through the Forestry Training Centre has continue to develop and implement an awareness raising programme for resource owners and communities on sustainable forest management and environmental values to raise their capacity for informed decision-making on forest use. Increased training opportunities has been provided for resource owners involved in the forestry sector. We continue to receive a lot of request for such awareness training

### **Institutional Framework and Human Resources**

The focus in the reform of the institutional framework within the forest sector has been based on more explicit coordination among the governmental agencies that have competencies in forest related matters. Key focus areas include

1. Develop effective research, extension and training programmes for the sustainable management of natural forest and plantations and processing of forest products.
2. Elaborate a strategy to ensure long-term financing for sustainable forest management and conservation, and investment in forestry development.
3. Enhance regional and international cooperation on sustainable forest management.

### **Association**

International organizations are welcome to assist in this area especially in networking.

The FD has been promoting the establishment of stakeholders' associations, develop and establish adequate regulatory framework to regulate and facilitating greater engagement partners in the development of the forest sector.

To achieve the above, the Forestry Department is providing assistance in the establishment of a forest professionals' association which will focus on human resources development and setting of professional standards for the execution of the different management functions **International and regional forestry cooperation**

Fiji has been working on the following strategies to enhance its regional networking and cooperation with other international agencies.

1. Actively participating in regional programmes

2. Participating in the international forest policy dialogue and other forest-related international processes and instruments
3. Seeking international, bilateral and multilateral assistance for development of the forest sector and implementation of the National Forest Programme and related priority measures towards sustainable forest management.
4. Effective coordination of international assistance

## ➤ **Lao PDR**

---By *SiamphoneSIBOUN*

Forestry sector in Lao PDR manage by Department of Forestry under the Ministry of Agriculture and Forestry. They have 17 Provincial Agricultural and Forestry Office, 142 District gricultural and Forestry Office, and 10. 900 Village Forestry Organization. The total number of forestry staff is 1.532 staff, and 268 of them are women. In the Center (DOF) they have 125 Staff and In Provincials and Districts the have 1.407 Staff.

Lao Government sets up Forest policy and Forest strategy 2020 include:

- Increase of forest cover 70% by management of existing forest, restoration of forest 6 M. ha and Plantation development in allocated degraded forest lands for 500,000 ha
- Participation sustainable forest management approaches
- Forest law enforcement and governance
- Shifting cultivation stabilization program
- Land use planning and land allocation program

There is no institution in Department of Forestry which conduct capacity building programe, especially forestry training. Training and capacity building activities usually conduct by Forestry Project which is supported by international organization.

## ➤ **Malaysia**

---By *Borhanudin B. Haji Arshad*

Organization

The Forestry Department Peninsular Malaysia (FDPM) is one of the departments under the Ministry of Natural Resources and Environment, Malaysia and comprises the Forestry Department Headquarters Peninsular Malaysia, 11 State Forestry Departments and 33 District Forest Offices located throughout the peninsular. The Department is headed by the Director-General of Forestry and assisted by two Deputy Director-Generals. At the end of 2014, the total workforce is 5,121.

The Forestry Department Peninsular Malaysia is responsible for the management, planning, protection and development of the Permanent Reserved Forests (PRF) in accordance with the National Forestry Policy (NFP) 1992 and the National Forestry Act (NFA) 1984.

Capacity Building

FDPM has Forest Training Division. This Division is responsible for the planning, coordinating

and implementing of in-service training courses and technical courses; as well as Forestry Certificate courses for Forest Rangers and Foresters.

## ➤ Myanmar

### Human Resources Development and Capacity Building in Myanmar Forestry Sector

---by Chit Hlaing Win

#### Policy and Institutional Framework

The Ministry of Environmental Conservation And Forestry (MOECAF) is structured by five institutions including the Forest Department (FD), the Myanmar Timber Enterprise (MTE), the Dry Zone Greening Department (DZGD), the Survey Department (SD) and the Environmental Conservation Department (ECD). It has 2068 officer and 62595 staff, in total 64663 personnels.

#### The Status of Capacity Building in Forestry

MOECAF conducts one University of Forestry, Myanmar Forest School, Survey School, two FD training centers and four MTE training centers, as listed below:

No.	Title	Degree/ certificate	Period	Candidates/ year (or) course	Remarks
1	University of Forestry	B.Sc(Forestry)	5 years	100	Under the management of MOECAF collaboration with FD
2	Myanmar Forest School	Certificate	1 year	100	Under the management of FD, all forester level of FD, DZGD and MTE at least 2 years of experienced join and after course completion promoted to next level.
3	Survey School	Certificate	1 year	50	Under the management of SD, collaboration with MFS of FD.
4	CFDTC (Hmawbi)	Certificate	Depends on Course (Short term)	Depends on Course	Under the management of FD, in-service training course for the improvement, upgrading and polishing of FD, DZGD staffs.
5	CFDTC (Sub-center, Patheingyi)	Certificate	-do-	-do-	Under the management of FD, in-service training course for the improvement, upgrading and polishing of FD, DZGD staffs including public in some training courses.
5	Training School No.1 (MTE)	Certificate	-do-	-do-	Under the management of MTE (Cognitive Approach Training)
6	Training School No.2 (MTE)	Certificate	-do-	-do-	Under the management of MTE (Behavioural Approach Training)
7	Training School No.3 (MTE)	Certificate	-do-	-do-	Under the management of MTE (On-Job Training)
8	Computer Training Center (MTE)	Certificate	-do-	-do-	Under the management of MTE (On-Job Training)

#### The Central Forestry Development Training Center

**The center has The Vision** To ensure sustainable development of forest resources through participatory forest management. And the Mission is To improve the capacity building for participatory forest management. Monthly short term courses are conducted in CFDTC for the staffs of FD and DZGD, the title of training courses are:

1. Training on techniques of forest plantation establishment
2. Training on bamboo products extraction for supporting of communities' livelihoods
3. Training on budget disciplines and Accounting
4. Pre-job training of forest staffs

5. Training on REDD+ related forest conservation and forest inventory
6. Training for upgrading the role of communities with Community forestry
7. Training on REDD+ related forest inventory and RS/GIS
8. Capacity development training of deputy ranger
9. Training on participatory extension Methods
10. Watershed management training
11. Training on bamboo products extraction for supporting of communities' livelihoods
12. Training on participatory extension System
13. Capacity development training of deputy ranger
14. Training on bamboo products extraction for supporting of communities' livelihoods

### **Institutional Strengthening**

Social Forestry Task Force was also established in September 2012 for the effective implementation of social forestry and community forestry at the Ministerial level.

- ❖ Deputy Director General-FD (Leader)
- ❖ Representatives from Forest Department, Dry Zone Greening Department, Myanmar Timber Enterprise

Moreover, the Community Forestry National Working Group (CFNWG) was also formed in December 2013 aiming to accelerate community forestry at the National level.

- ❖ Chaired by Deputy Director General of FD

Representatives from relevant Departments, NGOs, CSOs,

- Social Forestry/Community Forestry Unit of Forest Department
- Chaired by Director of Training and Research Development Division (TRDD) of Forest Department

Members are representatives of Forest Research Institute and Divisions of H.Q. of Forest Department, Directors of State and Regions

### **Further Improvement Measures for Training**

1. Co-operation with other related agencies inside the country as well as outside partnerships
2. Regional networking and cooperation in the long run
3. Conducting research to assess and analyze the current training situation
4. Maximizing other training course by Minimizing similar training courses
5. Improving the efficiency of trainers
6. Developing the infra structures of training center

## **➤ Nepal**

---by Ishwari Prasad Poudel

Central Forests Training and Extension Center (CFTEC) is a governmental organization established for capacity building of human resources working under Ministry of Forests and Soil Conservation (MoFSC). It has been playing great role for transferring innovative knowledge and sound technologies for conservation, management and utilization of forest resources and ecological services in the country. This center initially was established as a 'Training Wing' of MFSC in 2037 B. S. and upgraded into 'Training Division' in 2044 B.S. in the MFSC. Later this

division restructured as a Human Resource Development and Training Section under the Planning and Human Resource Division of MFSC in 2050. Recently the training section has been upgraded into Central Forests Training and Extension Center as a separate entity to be headed by Joint Secretary.

There are five regional training centers are under the CFTEC to train field level staffs from different districts of their respective development regions of Nepal. Mid Regional Forests Training Center is located in Godabari of Lalitpur district. Eastern Regional Forests Training Center is established in Hetauda of Makawanpur district. Western Regional Forests Training Center is located in Pokhara a touristic place of Kaski district. Similarly, Mid-Western Regional Forests Training Center is located in Surket. Far-Western Regional Forests Training Center is established at Dhangadi of Kailali district. All the training centers are headed by Under Secretary and supported by an administrative team. The CFTEC has been providing training for class two and class third gazetted officers working on forests service; however regional training centers has been providing training for non-gazetted officials like Rangers, Assistant Botanists, Game Scouts, Forest Guards, Foresters and Assistant Foresters. In some case regional training centers also provides training to third class officers. Each year both CFTEC and regional training centers providing training for 600-700 staffs working under MFSC. During the recent years the turnover of the officials especially on non-gazetted level is high so current frequencies of training from regional center needs to be increased.

## ➤ **Philippine**

### **Human Resource Development Experiences and Lessons Learned: the case of the Philippine Department of Environment and Natural Resources**

---Bresilda M. Gervacio<sup>1</sup>

#### **The DENR: Shift from Sectorial to Functional Management**

The DENR is the 'primary government agency responsible for the conservation, management, development, and proper use of the country's environment and natural resources, specifically forest and grazing lands, mineral resources, including those in reservation and watershed areas, and lands of the public domain, as well as the licensing and regulation of all natural resources as may be provided for by law in order to ensure equitable sharing of the benefits derived therefrom for the welfare of the present and future generations of Filipinos' (EO 192). Since its reorganization in 1987, the DENR was managed by sector (e.g., forestry, lands, protected areas, environment, and mines and geosciences). Later, the sectors on environment, and mines and geosciences were transformed into line functions, having a direct supervision in field operations. The four bureaus, including its research arms, performed staff functions, wherein their main functions were providing policy recommendations and technical support to the DENR regional offices. In 2013, the DENR implemented its rationalization plan, which mandated its shift from sectoral to functional arrangements in its set-up in the DENR field offices

#### **DENR Competency-based system**

The competency-based system (CBS) framework of DENR prescribes the characteristics (i.e., knowledge, skill and attitude) required for a particular position to perform the job. This is useful in recruitment and promotion, formulating learning and development plans, performance



management and rewards and recognition. Table 1 below shows the levels of proficiency. At the *Basic* level, the employee possesses routine/working knowledge of the competency and can contribute with assistance from his peers or supervisors. Usually, these are the newly recruited personnel. At *Intermediate* level, the employee can contribute independently and can already expand the competencies because he or she has already experiences. At *Advanced* level, the employee has significant expert knowledge and can contribute by mentoring/guiding others on the competency. At *Superior* level, the employee has strategic knowledge and can contribute with visioning as an expert who can influence others on the competency. There are four types of competencies in DENR, namely core/organizational, crosscutting, leadership and technical competencies. In sustainable management of the forests, all these competencies are required but this paper deals with the technical competencies particularly those needed in sustainable forest management.

### **Lessons learned and way forward**

Given the shift from sectoral to functional approach in managing the country's environment and natural resources, the DENR has initiated to improve its human resource management by using a competency-based approach in recruitment and promotion, performance management, learning and development and rewards and recognition. There have been challenges encountered in the implementation of this approach, particularly in assessing the needs of the organization and the individual employees and the effective intervention to be provided. While the government provides budget for the implementation of HR interventions, most of these are used for the crosscutting, core and leadership competencies. There is a lack of funds for the technical interventions.

With the recruitment new employees of about 20% of the DENR workforce, a more comprehensive HR plan and management is needed to cover the HR need of individual and various units in order to empower them to perform effectively and efficiently their tasks.

In the field of forestry, the following are the needs:

1. The competency-based system needs to be revisited to include the needed competencies such as integrated ecosystems approach and how this contributes to climate change mitigation and adaptation. Simplifying some of the competencies provides clarity in the implementation;
2. Consequently, HR plans need to be updated to reflect the actual individual and organization need in forest management and should focus on functional approach;
3. Basic courses for newly recruited foresters, forest rangers and technicians are needed;
4. Advance courses for those in the competency levels of intermediate, advance and superior levels of competencies; and
5. Development of career development and succession management to ensure retention of talents.

Effective and efficient human resource management is the lifeblood of an organization like DENR. Challenges in dealing with this given the impacts of our changing environment and use of natural resources, and introduction of innovations as a result to address current and future problems, HR management should also be updated and responsive to the needs of the individuals and the organizations. Availability of resources to implement the needed interventions is always a challenge, but these can be addressed by prioritizing the needs and employing applicable methodologies in HR management.

## ➤ Papua New Guinea

### Papua New Guinea Forestry Human Resource Development

---By Geno Kini

Papua New Guinea Forest Authority 3 - 5 Year Training Plan

PNG Forest Authority has a 3 – 5 Year training plan aim at developing skills of field staff to meet the needs of forest timber industry. The Government has planned to ban round log export before 2020 in so far as the downstream processing policy with reforestation program are concern.

**PNG is taking a global lead seeking to combat climate change by participating in the UN REDD + programme and other international negotiations.**

Competence Base Training (Skills)

Under the overall 5 year training plan, the Forest Authority is developing the CBT program. This training program ensures all field staff has necessary forestry skills after going through certain trainings. The CBT program basically designed to certify technical staff as professional foresters after going through the thrill trainings.

**The basic forestry skill training courses considered to be in the CBT program are; forest policy, forestry inventory & mapping (survey), 32 steps allocation timber permit/ licence, logging code of practice & Post Monitoring Control procedures, wood identification, log scaling & royalty payment, OHS & forest safety, nursery establishment, silviculture treatment, log harvesting, forest engineering, General Orders, HR Policy & Procedures, Revenue collection, conflict solving, effective communication, management of asset and procurement and Train the Trainer and supervision.**

Succession Management Planning

The Forest Authority is an aging organization where most senior officers now looking forward to retire employment in the next 2 – 3 years. Most have reached the age of 60 years and are eligible to retire according to the Public Services policy. About 27 key positions have being occupied by this age group and the Authority has to identify potential young officers to take over the jobs when time is ripe. These young officers require further studies to prepare and take over the jobs.

**Effective ways of enhancing regional networking and cooperation in the long run**

The effective ways of enhancing regional networking and cooperation in the long run is to share information and utilize available resources with partner countries. Currently Papua New Guinea has two Universities, Forestry College and Timber Industry Training College who served forest timber industry with skilled manpower. The University of Technology provide degree in forestry science, diploma in forestry management and certificate in sawmilling, saw doctoring, wood machinist, wood preservation and log harvesting. **Possibility of initiating a regional research to assess and analyse regional training situation to identify priorities and strategies**

With the quality of skills coming out from University of Technology and Forestry Colleges, Papua New Guinea would be glad to participate in a regional research to assess and analyse regional training situation to identify priorities and strategies. The three (3) forestry training institutions which were formally under Ministry of Forest has transferred to Education Ministry - Commission of Higher Education during the era of Department of forest changing to a semi Government Organization (now known as Forest Authority) in 1994. This was possible under the revised education system that all higher and technical institutions come under one umbrella-Education

Ministry (Commissioner of Higher Education). Unfortunately the Government did not realise that cost of training student in forestry is very high compare to other courses in the campus.

The Forest Authority structure constitutes of Forest Minister, National Forest Board, Office of Managing Director, Forest Policy Planning, Forest Allocation, Field Services, Forest Plantation Development, Forest Research and Corporate Services. It has four (4) Area Offices in Southern, Northern, New Guinea Islands and Highlands who administer regional forestry industry functions. The twenty one (21) Provincial Forest Offices operates under Area Offices oversee provincial forest functions in 21 Provinces..

#### **Share Human resource development of forestry, its management and operation.**

Because of new emerging issues taking place in particular with downstream processing and REDD + (climate change mitigation), Papua New Guinea would be glad to participate in sharing human resource development of forestry, its management and operation in Asia/ Pacific region. The exchange of skills and experiences would enable Papua New Guineans to improve/ increases knowledge skills towards sustainable management of forest resources in the country. This practice would add more value to human resource capacity building towards social and economic development of the country. The job attachment of 6 months to 12 months would be enough to improve staff performance.

Main areas to share human resource development would be in plantation management, forest extension, forest research and downstream procession.

Development opportunity

Papua New Guinea believes that there will be development opportunities such as

- Employment generation and development of skilled workforce that will service the logging forest industry and wood processing industries that also are beneficial to the other sectors of the economy.
- Increase local participation in the forest industry, and so in off spin of businesses relating to logging and forestry operations, and generally within the affected communities.
- Development and maintenance of public infrastructures (roads. Bridges, wharfs, communication systems, health centres, schools, aid post, post services and airstrips) and public service (police, health, education and other community services etc.) delivery in the rural areas.
- Higher financial receipts from log export of processed wood products and improvements in receipt of log export value from the country.
- Maintain development of sustainable forest industry in long term basis.

## **➤ Sri Lanka**

### **Status of In- Service Forestry Education and Future Challenges of Forest Department of Sri Lanka**

---By P.A.G.S.Nandakumara

Deforestation and forest Degradation continuously occurring in over the past period of time in due to various reasons. It is essential to follow sustainable forest management strategies to protect remaining natural forests as well as expand the forest areas in to new areas. The 60% of the forest areas of the country is managed by Forest Department Therefore Forest Department has greater responsibility to manage forest resources sustainably, effectively and efficiently. In

order to achieve the task, Forest Department should have well trained technical personals to carry out Sustainable Forest management activities.

Forestry Education in Sri Lanka was started in 1898 at School of Agriculture and since then it was gradually developed and shifted to the various places in the country and finally established in Nuwara Eliya and it is called Sri Lanka Forestry Institute (SLFI). Since 1993 SLFI has been offered Forestry Diploma and Forestry Certificate course for technical carder of Forest Department. The curriculum of each courses were validated and revised in 2002 and produced more practical oriented curriculum. After that no any curriculum revision was done up to 2015. But at present SLFI is under the process of getting National vocational Qualification (NVQ) standard. Therefore production of new curriculum according to the competency standard is now in progress.

Though the Forest Department has been conducted in- service training since long time ago. Still it has institutional and educational challenges against human resource development. Forest Department is still working to find the required optimum cadre in each category to sustainable forest management. Filling the vacancies of present cadre positions are very important. Training of large number of untrained Forest Field Assistants is the main biggest challenge.

Lack of refresher courses, lack of training on Forest Management plan preparation , Occasional curriculum revisions, unsuitable training for Forest Extension Officers, unavailability of promotion scheme for lecturers and lack of funds for maintenance of infrastructure facilities are the issues to be considered. Apart from that it has to be keen to maintain the NVQ standard for ever.

## ➤ **Thailand**

### **Thailand Forestry Human Resource Development**

*---By Pimpan Petcharat*

#### **Background of the Department**

The Royal Forest Department (RFD) was founded in 1896 in Thailand to consolidate the exploitation of forests. As a result, the ownership and control of all forests were transferred from the feudal chiefs to the Government. The RFD was divided into three Departments in 2002 : the Royal Forest Department (RFD), the National Park, Wildlife and Plant Conservation Department (DNP) and the Department of Marine and Coastal Resources (DMC). All the departments are under the supervision of the Ministry of Natural Resources and Environment (MNRE)

#### **Training background**

Before splitting the RFD into three departments, a training division had already been established, with several training centers in different parts of the country. The most important ones included the training centers located at the headquarter along side with in Phrae Province (self work place), Khao yai, Cha am, Chiang Rai and Tak Provinces. However, following the MNRE's decision, the training division was removed, placing all the respective human and financial resources and facilities under the DNP together with myself have to work for DNP from 2502 – 2515 as a human resource officer. According to the DNP's training plan from 2002- 2015, the activities (meetings, workshops and seminars) cover such topics as orientation training for newly recruited staff, training for trainers and instructors, management and services, conflict management and negotiation, insect inventory/survey techniques, forest fire control, environmental impact

assessment after forest destruction, forest law and enforcement, forest criminal case investigation, tools and techniques for financial analysis, youth camp trainers, GIS, database management, several programs on computers using , smart patrols, appropriate morals , Philosophy of Sufficiency Economy, research, English communication for officials, development strategy for the DNP, and refresher courses for senior government officials. Overall, in total, some 150 activities are planned and carried out each year involving over 6,000 trainees.

The main constraint facing further training is that all the resources have been assigned exclusively for the training of the DNP staff. This overlooks the training needs of the staff working in the RFD and other departments. The RFD staff responsible for the management of national forest reserves, promotion of community forestry and private reforestation, and for other career paths are completely deprived of further training possibilities.

### **Impressive Course - The King's Philosophy**

The specific activity on training for staff and community capacity development building which caught my interest and impression personally is learning His Majesty the King's philosophy for efficiency economy and guidelines for watershed conservation which we put into our training course. This philosophy is put into National Economic and Social Development Plan and every official has to learn. Philosophy for efficiency economy is a contribution to the theory of development; the King of Thailand's philosophy of sufficiency economy highlights a balanced way of living. Three principles - moderation, reasonableness, and self-immunity - along with the conditions of morality and knowledge can be applied to any level of the society from an individual to a country. The philosophy of sufficiency economy conveys new theory in addressing current development challenges, which are issues of institutions, human capital, environmental sustainability and the role of government. The philosophy of sufficiency economy, as a new paradigm of development; moreover, His Majesty the King Bhumiphol Adulyadej has suggested many guidelines for forest rehabilitation both for upland and lowland. Some of his suggestions in general are:

1. First of all forestry officials have to plant trees in human heart then they will plant trees on the ground and will tender those trees by themselves.
2. Villagers should be trained as forest guards because both villagers and forestry officials are sharing the same benefit.

### **Conclusion**

In the area of human resource development, our staff which comprise of human resource officers and other officials can cope with advanced technology and continually upgrade their knowledge and skills through training courses which are provided by Training Division. The progress of organization depends on the cooperation of all parties and all authorities along with the awareness and acknowledgement from authorities what their duties and responsibilities are, will lead the organization to achieve a higher progress and growth steadily. At the same time with the ability and participatory of the community will make Thailand be a "Green and Happiness Society" in which people have integrity and knowledge of world standards; families are warm; communities are strong; society is peaceful; economy is efficient, stable, and equitable; environment is of high quality and natural resources are sustainable as we all would like to be.

Mission of OUTPUT 3 :

## Part 3 A draft proposal for the regional research project

### A. The action plan of Regional Training

#### 1. Training on Climate change and REDD+ for CC officers from vulnerable economies

Background :

- Lack of understanding on Climate Change (CC) issues, mitigation and adaptation

Objectives :

- To create awareness and knowledge on communities on CC and REDD+

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Select economies that are affected by CC and collect data	APFNet	February 2016	APFNet	Consultation	Study the current situation of REDD+ activities/project in each economies before develop training programme
2	Develop training programme	APFNet	April 2016	Course organisation	Consultation, workshop, experts	
3	Conduct training programme	Training venue	June 2016	Course organisation	Lectures presentation, demonstration, discussion and evaluation	
4	Analyze training outcomes	Training venue	July 2016	Course organisation	Discussion, workshop	
5	Develop adaptation methode (model)	Training venue	August 2016	APFNet	Discussion, workshop	
6	Implement model	Individual economies	October 2016	Course organisation	Lectures presentation, demonstration, discussion and evaluation	

## 2. Training on Project management for senior officers

Background :

- The senior officials of each economies necessary to conduct the proper management in the HRD Project

Objectives :

- To enhance the efficiency of senior officials in the project management

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Design the training programe	APFNet	2016 1 month	APFNet	Workshop, consultation	Funded by APFNet/STAFSA collaboration with FRIM
2	Develop training materials	APFNet	2 month	APFNet	Workshop	
3	Selection of appropriate participants	APFNet	1 month	APFNet	Consultation	
4	Facilitate the training	Malaysia	10 days	APFNet, Forest and Biodiversity Division NRE Malaysia	Lectures presentation, demonstration, discussion and evaluation	
5	Training Evaluation and Report	APFNet	1 month	APFNet	Discussion	

### 3. ToT on Participatory Training Approach

Background :

- Support in implementation of the project
- The efectivity of the training should be improved

Objectives :

- To strengthen skill and knowledge of the trainers to conduct training program

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Design the training programe	APFNet	January 2016	Experts and selected representat ive of the economies	Consultation, workshop, networking	Use experts knowledge and experiences
2	Test the module	Do	March 2016	Do	Workshop	Do
3	Finalization of training design	Do	Do	Do	Consultation, workshop, networking	Do
4	Identification of participants	Do	May 2016	APFNet	Consultation with economies	Do
5	Conduct the ToT	Selected economies	June 2016	APFNet, Experts and selected representat ive of the economies	Lectures presentation, demonstration, discussion and evaluation	Do
6	Preperation of ToT Report	APFNet	Do	Experts	-	Do
7	Follow up conduct of training of respective economies	APFNet	Novemb er-Dece mber 2015	APFNet and Experts	Follow up visit to the economies or submission of reports of the economies	Do



#### 4. Training on Ecosystem restoration for forestry officers and community leaders

Background :

- At least 60% ecosystem in the economies are degraded. It is urgent need to restore this ecosystem
- Need training/capacity enhancement for forestry professionals

Objectives :

- To improve forestry staffs (technical officers) competency about ecosystem services (ES) and implementation of restoration
- To enhance the capacity of forestry staffs/community leaders (Within economies) to restore degraded ecosystem
- To implement to ecosystem restoration strategy effectivity and efficiently

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Design the training programme	In regional level	2016 2 month	Regional forum such as APFNet,	Workshop	10 days training: - 3 days theoretical sessions - 3 days field practice - 3 days international travel Sub Topics: - Ecosystem Types - Ecosystem Services (ES) - Assessment/ Valuation of ES - Restoration of various types of ecosystem
2	Selection of appropriate participants	In each economies	1 month	RECOFTC etc Training	Consultation	
3	Facilitate the training	In regional level	7 days training in national level 10 days in regional level	Division of respected ministries of each economy	Collaboration among stakeholders	
4	Training Evaluation and Report	In regional level	1 month		Workshop and consultation	

## **B.The action plan of Forestry HRD research program**

### **1. Developing training implementation standard**

Background :

- Every economies has their own training programe but not uniform
- Different experts and resources, financial capabilities and training materials

Objectives :

- To standardize the forestry training programe accross the economies in term of curriculum, methodologies and materials
- To overcome the gaps in the avalibility of training modules

<b>No</b>	<b>What (Activities/Steps)</b>	<b>Where</b>	<b>When</b>	<b>Who</b>	<b>How</b>	<b>Note</b>
1	Develop proposal on Forestry Training Standard	APFNet	1 month	APFNet	Workshop	
2	Study current situation in forestry training	All economies	6 month	Representatives from economies	Data collection Consultation	Includes training programes, materials and methodes
3	Write report on the findings and recomendation	In one economies	3 month	Representatives from economies	Workshop, networking	Invite experts in related field
4	Seminar/Presentation of standards	Selected economies	2 weeks	Representatives/focal point of the economies	Workshop, networking	

## 2. Study on training need assessment policy and method

Background :

- Training Need assessment is an important step in training cycle
- Every economies has their own policy and methode in Training Need Assessment

Objectives :

- To understand different policy and methode in a number of selected economies
- To find out the problems on TNA

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Develop the proposal of the study	APFNet	2016 1 month	APFNet and research team	Discussion, consultation	Assessing at all level
2	Identify TNA policy and methode in selected economies	Selected economies	1 month	Research team	Workshop, study	
3	Compare and analize the policies and methode from each economies	Selected economies	1 month	Research team	Workshop, consultation	
4	Develop policy and methode recomendatioan	Selected economies	1 month	Research team	Discussion, consultation	
5	Disseminate the study result	Selected economies	3 days	APFNet and Research team	Seminar	

### 3. Training Need Assessment for senior officials on contemporary issues

Background :

- Natural forest policy should be adjusted according to emerging issues and international commitment (EG. REDD+, CBD, UN and other multi/bilateral agreements and conventions)

Objectives :

- To build capacity of senior forestry managers to formulate national policy (acts/rules/regulation) according to changing/agreed international agreements/conventions/emerging issues
- To fulfill the demand of agreed agreements/convention/emerging issues
- To enhance the capacity of senior forestry manager and disseminate the knowledge to lower officials.

No	What (Activities/Steps)	Where	When	Who	How	Note
1	List out/ identify the contemporary issues and prioritization	3 economies : Nepal, Sri Lanka, Malaysia	2016-2017	Concern ministries, National Agency Forest Training and Extension Center Nepal, Department of Forestry Sri Lanka, Forest and Biodiversity Division NRE Malaysia. Donor Agency: APFNet, JICA, ODA, SDC)	National agency: overall coordination. Concerned Ministries: Host/ support. Donor Agency: financial and technical support	<ul style="list-style-type: none"> <li>• Senior forest managers (25 NP, 60 SL, 200ML) will be directly benetitted</li> <li>• Policy instrument will be documented /revised according to contemporary agreements/ convention issues.</li> <li>• Training section will be more capable in the future</li> </ul>
2	Assessment of training needs to identify national policy gaps					
3	Capacity building activities (Training, workshop, symposium/exposure/ research)					
4	Dissamination of knowledge to subsequent level to develop institutional capacity					

#### 4. Study on capacity building policies in Asia Pacific

Background :

- Every economies has different situation of social, economy and politic that influence the capacity building policy

Objectives :

- To understand the capacity building policies in selected economies in Asia Pacific
- To compare and provide a policy recommendation that will assist in developing the capacity of forestry workers

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Develop the proposal of the study	APFNet	March 2016	APFNet	Consultation and discussion	
2	Organize and conduct workshop (Review the policy and identify current problems)	Fiji and Lao	April 2016	APFNet and selected economies government	Workshop	
3	Analyze the workshop result from each economies	Fiji and Lao	August 2016	Each selected economies	Discussion	
4	Compare and analyze the policies from each economies	Selected economies	September 2016	APFNet and reseach team	Discussion	
5	Develop policy recomendatioan and the report of the study	Selected economies	October 2016	APFNet and reseach team	Discussion	
6	Seminar (to discuss the recomendation)	Selected economies	November 2016	APFNet and reseach team	Seminar	

### C. The action plan of HRD and Dialogue Mechanism in Asia Pacific

#### 1. Study tour on Community Based Forest Management in Nepal

Background :

- Community Based Forest Management play an important role in Asia Pacific Region

Objectives :

- To enhance capacity of staffs/stakeholders about CBFM practices
- To provide general skills and insights on CBFM

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Identify the legal provisions of CBFM in concerned economies	APFNet	2016	APFNet		20-25 number of participants
2	Identify and list out the potential stakeholders (GO, NGO's, community etc.)	APFNet		APFNet		
3	Management /Approval of tentative budget	APFNet		APFNet		
4	Approval for necessary legal procedures	Each economies		Each economies		
5	Collaboration of concerned economies	APFNet		APFNet		
6	Conduct study tour	Nepal		APFNet, local agency		
7	Evaluation, feed back and report of Study tour	APFNet		APFNet		

2. Workshop (sharing experiences) on Best practice in HRD use in it

Background :

- Access to information on best practices of Forestry HRD
- Disseminate/share information on best practices of HRD

Objectives :

- To learn how to access and disseminate best practices through distance learning
- To develop a distance learning methodology

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Develop workshop design	APFNet and selected economies	2 weeks	APFNet secretariat and selected representative of the economies	Workshop team, consultation	
2	Identification of participants	Selected economies	1 week	Do	Do	
3	Development of methodology on distance learning	APFNet	3 weeks	Experts	Consultation	
4	Conduct workshop	Malaysia or selected economies	1 week	All economies	Workshop team, experts, all economies	
5	Implementation and monitoring	All economies	1 week	Selected economies	Through email/ E-learning	

### 3. Staff exchange in bamboo production and management in China

#### Background :

- Non Forest Timber Product (NTFP) is very important in community based forest management
- Every economies have potencial Bamboo to be developed
- China has a lot of experiences in Bamboo production and management

#### Objectives :

- To enhance the knowledge and skill of Forestry Departement Staff in Bamboo production and management
- To initiate network on Bamboo production and management in Asia Pacific Region

#### Target Group :

20 staff who is already involved in bamboo management from 10 economies

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Developed the proposal for staff exchange programe in bamboo production anad management	APFNet Secretariat	2016 1 month	APFNet	Consultat ion and discussio n	The schedule must be arranged well related to bamboo production time/season
2	Choose the staff who is already involved in bamboo management	Every participant's economies	1 week	APFNet	Consultat ion and discussio n	
3	Confirmed the exchange requirements		2 weeks	APFNet and participant's economies	Consultat ion	
4	Implementation of exchange programe	Lin'an City, Zhejiang Province , China	Septemb er 2016	Bamboo Genus Garden, Lin'an City	Field visit, Field Practice, workshop	
5	Establishment of bamboo demonstration plot in participants economies	In participants economies	October 2016	APFNet and participant's economies	Asisstanc e, consultat ion	
6	Facilitation on Establishment of bamboo demonstration plot in participants ecomonies by China Bamboo Experts	In participants economies	October 2016	APFNet and participant's economies	Asisstanc e, consultat ion	
7	Evaluation of exchange programe	APFNet	Novemb er 2016	APFNet		



#### 4. Staff exchange on HRD institutional development

Background :

- Different experiences and knowlegde on forest managemenet and practices

Objectives :

- To share knowledge and experiences
- To develop inter-relation within the economies

No	What (Activities/Steps)	Where	When	Who	How	Note
1	Developed the proposal for staff exchange programe on HRD	APFNet Secretariat	2016	APFNet Secretariat	Discussion, consultation	
2	Exchanging trainers in specific training course	STAFA China		STAFA China		Consider the language
3	Exchanging senior officer in training division	STAFA China		STAFA China		
4	Evaluation of exchange programe	APFNet		APFNet		

## Seminar Schedule

### Part 1: Indoor Session (25 - 27& 30 October, 2015)

(Training Center, STAFA, China)

<b>Day 1: Sunday, 25 October 2015</b>		
<ul style="list-style-type: none"> <li>• Arrival of Participants</li> <li>• Registration</li> </ul>		
<b>Day 2: Monday, 26 October 2015</b>		
Time	Agenda	Facilitator/Speaker
0700-0800	Breakfast(Buffet)	
0830-0900	<b>Opening Ceremony</b> <ol style="list-style-type: none"> <li>Welcome remarks <ol style="list-style-type: none"> <li>Mr.Lu De, Assistant Executive Director of APFNet</li> <li>Mr.Hao Yujun, Deputy Director of SFA Personnel Department</li> </ol> </li> <li>Vote of thanks</li> <li>Group photo</li> </ol>	Chair: Mr.Zhang Jianmin (Executive Vice President ,STAFA)
0900-0920	<ol style="list-style-type: none"> <li>Icebreaker – Getting to know each other</li> <li>Introduction to the seminar (Objectives of the seminar, participants expectation )</li> </ol>	Dr. Ir. Kusdamayanti, M.Si.
0920-1010	<b><u>Keynote Lecture 1:</u></b> <b>Review of the exchanges and activities on HRD, challenges and advice</b> <i>– by Kusdamayanti</i>	Dr.Ir.Kusdamayanti, M.Si.
1010-1030	Coffee break	
1030-1200	<b>Participant's Presentation 1: <i>China, Sri Lanka, Papua New Guinea, Philippines, Fiji, Cambodia</i></b> <ol style="list-style-type: none"> <li>Forestry HRD mechanism and system and training situation, and advantages, problems and challenges of different economies</li> <li>Question and Answer</li> </ol>	Dr. Ir. Kusdamayanti, M.Si.
1200-1330	Lunch	
1330-1500	<b>Participant's Presentation 2:<i>Laos, Malaysia, Myanmar, Nepal, Thailand, Bangladesh</i></b> <ol style="list-style-type: none"> <li>Forestry HRD mechanism and system and training situation, and advantages, problems and challenges of different economies</li> <li>Question and Answer</li> </ol>	Dr. Ir. Kusdamayanti, M.Si.

1500-1545	<b><u>Discussion 1:</u></b> General forestry HRD and training problems and challenges in Asia Pasific Region	
1545-1615	Coffee break	
1615-1630	<b>Introduction to STAFA</b> – by <i>Lei Xue, Deputy Division Director</i>	Dr. Ir. Kusdamayanti, M.Si.
1630-1700	<b>STAFA Spot Visit :</b> Visiting showroom, training building, situational teaching room and distance education etc.	Ms.Lei Xue,STAFA
1800	Dinner (Buffet)	
Day 3: Tuesday, 27 October 2015		
0700-0800	Breakfast(Buffet)	
0830-0845	Review of discussion of the second day	Dr.Ir. Kusdamayanti, M.Si.
0845-0915	<b><u>Discussion 2:</u></b> The challenge in forestry capacity building of Asia-Pacific region, and clarification of responsibilities and obligations on regional forestry HRD of each economy	Dr. Ir. Kusdamayanti, M.Si.
0915-0920	<b>Introduction to APFNet Human Resouces Development Program</b> – by <i>Kusdamayanti</i>	Dr. Ir. Kusdamayanti, M.Si.
0920-1030	<b>Brainstorm 1:</b> 1. The formation of research report or outline of forestry HRD and demand situation of Asia-Pacific region 2. The action plan of Forestry HRD research program	Dr. Ir. Kusdamayanti, M.Si.
1030-1045	Coffee break	
1045-1200	<b>Brainstorm 2:</b> 1. Identification of next one to two years activities and the division of responsibilities 2. The action plan of HRD and Dialogue Mechanism in Asia Pacific	Dr. Ir. Kusdamayanti, M.Si.
1200-1330	Lunch	
1330-1500	<b>Brainstorm 3:</b> Identification potential economies support to HRD and Dialogue Mechanism in Asia Pacific Region	Dr. Ir. Kusdamayanti, M.Si.

1500-1530	Coffee break	
1530-1615	The action plan evaluation	Dr. Ir. Kusdamayanti, M.Si.
1615-1630	Warp up the third day seminar	Dr. Ir. Kusdamayanti, M.Si.
1630-1700	Introduction to study tour: 1. Work group task 2. Logistic arrangment	Dr. Ir. Kusdamayanti, M.Si.
1800	Dinner (buffet)	
Day 4 to Day 6: 28 October (Wednesday) to 30 October (Friday) 2015		
28 October AM	Depart for field trip	APFNet& STAFA
28 October PM	Field visit 1	STAFA& Lin'an Municipal Bureau of Forestry
29 October	Field visit 2	
30 October AM	Field visit 3	
Day 6 PM Friday, 30 October 2015		
1200	Lunch	
1400-1530	Brainstorm 4: 1. Regional training demand and hot topics 2. The action plan of Regional Training	Dr. Ir. Kusdamayanti, M.Si.
1530-1615	Wrap up and Conclusion of the Workshop Seminar Evaluation	Dr. Ir. Kusdamayanti, M.Si.
1615-1630	Coffee break	
1630-1710	Closing Ceremony 1. Remarks by organizers and participants 2. Vote of thanks	STAFA&Lin'an Municipal Bureau of Forestry
1800	Farewell Dinner	STAFA&Lin'an Municipal Bureau of Forestry
Day 7:Saturday, 31 October 2015 Departure of Participants		

## Part 2: Field Trip Session(28-30 October, 2015)

(Lin'an City, Zhejiang Province, China)

### 28 October 2015

07:20-13:04	Take high-speed rail to Hangzhou (G57)
14:00-15:30	Drive from Hangzhou to Lin'an city
15:30-17:00	Visit bamboo demonstration base
	◆General introduction
	Panel discussion (Go to a leading farmer's home)
	◆Participatory process of capacity building for bamboo farmer
17:30	Check-in at Hotel
18:00	Dinner

### 29 October 2015

08:30-09:00	Drive from hotel to Bamboo Genus Garden
09:00-10:30	Visit Bamboo Genus Garden
10:30-11:00	Introduction: The sustainable development, as well as research, training and promotion of forestry technology for bamboo industry in Lin'an city
11:00-11:30	Q&A
11:30-12:00	Break Time
12:00-13:00	Lunch at Bamboo Genus Garden
13:00-14:00	Introduction: Bamboo Genus Garden, Modern Forestry Science and Technology Service Center
	◆The role of human resource development based on capacity building to local forestry development, farmers' income and international scientific and technological cooperation.
14:00-14:30	Q&A
14:30-15:20	Group Work

◆ Analyzing the utilization of field trip for training program

15:20-16:30      Return to hotel

18:00              Dinner

**30 October 2015**

08:00-09:00      Drive from hotel to Baisha village

09:00-09:50      Brief introduction for Baisha village

◆ Watch videos about the village(20 min)

◆ The village's changes introduction by Secretary of village(30min)

09:50-11:00      Visit Baisha village

11:00-12:00      Return to hotel

## List of Participants

NO.	NAME	ECONOMY	TITLE/INSTITUTE	E-MAIL
1	*Md Mohiuddin	Bangladesh	Deputy Secretary (Forest), Ministry of Environment and Forests, Bangladesh	dr.mohiuddin2011@gmail.com
2	*Sopha Chann	Cambodia	Deputy Director of Institute of Forest and Wildlife Research and Development, Forestry Administration	sopha.chann@yahoo.com
3	*Wu Youmiao	China	Director of Education and Training, Department of Human Resources, SFA	wuym728@aliyun.com
4	*Lei Xue	China	Division Director of STFA	leixue_1022@163.com
5	Manasa Luvunakoro	Fiji	A/Principal Forestry Officer-Training, Ministry of Fisheries and Forests	mluvunakoro@gmail.com
6	*Si Amphone Siboun	Lao PDR	Project Management Section, REDD+ Office, Department of Forest, Ministry of Agriculture and Forestry	siamphonesb@gmail.com
7	*Sombath Pangnasack	Lao PDR	Head of Forest Resource Information Center (FRIC), Forest Inventory and Planning Division, Department of Forest, Ministry of Agriculture and Forestry	Sombathpgns@gmail.com
8	Borhanudin Bin Arshad	Malaysia	Deputy Director-General of Forestry (Operations and Technical), Forestry Department Peninsular Malaysia, Ministry of Natural Resources and Environment	borhan@forestry.gov.my
9	Chit Hlaing Win	Myanmar	Staff Officer, Forest Department, Ministry of Environmental Conservation and Forestry	trdd.fd@gmail.com; Chithlaingwin06@gmail.com
10	*Ishwari Prasad Poudel	Nepal	Planning Officer, Ministry of Forests and Soil Conservation	poudel.01@gmail.com
11	*Geno Kini	Papua New Guinea	Senior Technical Training Officer, PNG Forest Authority	gkini@pngfa.gov.pg
12	Bresilda Mones Gervacio	Philippines	Assistant Secretary, Department of Environmental and Natural Resources (DENR)	bmgeracio@denr.gov.ph
13	Gnana Sri Nandakumara Palliyagoda Aluthwattage	Sri Lanka	Regional Deputy Conservator of Forests, Forest Department	dcfcolombo@live.com
14	Pimpan Petcharat	Thailand	Human Resource Officer, Professional Level, Royal Forest Department	08pimfah@windowslive.com

Notes : The names with a “\*” mark are participants who have been invited to our HRD Seminar in Bogor, Indonesia, 2014

## **Annex 6.**

### **Pre and Post Seminar Survey**

#### **Pre Survey**

1. What is the important of the seminar to be attended?
  - 1) Improve and develop FHRD in each economy and Asia Pacific region as well.—Geno Kini, PNG
  - 2) The seminar will give fruitful recommendation and action plan on FHRD in Asia Pacific. The sharing of country reports will be beneficial to improve the HRD status in an efficient way to my country.—Ishwazi Prasad Poundel, Nepal
  - 3) Sharing knowledge and many activities.—Siamphone, Lao
  - 4) In order to develop SFM.—Chit Hlaing Win, Myanmar
  - 5) To learn about the situation of forest in China—Pimpan Petcharat, Thailand
  - 6) To make net working with others-- Pimpan Petcharat, Thailand
  - 7) To enhance the understanding in HRD—Wu Youmiao, China
2. What is your expectation from the seminar?
  - 1) To get knowledge and experience
  - 2) Friendship
  - 3) Collaboration on HRD
  - 4) To know and to look around Beijing and some part of China.
  - 5) To improve the work
  - 6) Common understanding on key issues of FHRD
  - 7) To open and continue common dialogue mechanism among member representatives.
  - 8) I earned the new things and bring the knowledge that I have learned and apply to daily work.
  - 9) Good for me to attend the seminar
  - 10) Through report from the seminar
  - 11) The current status of HRD in economies of Asia Pacific participates in the training programme.
  - 12) The way of bamboo technology grooming, collaboration and cooperation with farmers, technicians and other stakeholders.
  - 13) The eco-tourism in Baisha village
  - 14) Role of HRD in forestry sector.
  - 15) The good preparation of the staff and warm welcome.
  - 16) Good accommodation .good participants and good content in the seminar, especially field trip.
3. What would like to share from you economy to this seminar?
  - 1) Forest policy
  - 2) 3-5years training plan
  - 3) Competence base training plan
  - 4) Success of PA management and achievement gained by Nepal
  - 5) Experience in HRD



- 6) The process of our training courses and our problem
- 7) Share with you China forestry training information
- 8) Myanmar tend to develop forest management through public participation
- 9) Action plan.
- 10) Resource development
- 11) Conflict resolution
- 12) Climate change and REDD
- 13) Community based forest management

### **Post survey**

1. Does this seminar meet your expectation?
  - 1) Yes, I gain knowledge and share from other economies.
  - 2) Learn the list of valuable information to assist, plan, develop, and networking in the HRD program in my country.-PNG
  - 3) Gain the knowledge of planning and implementation of HRD program.
  - 4) The theory, presentation, field trip and classroom experiences are really useful and help me know/understand the situation clearly.
  - 5) After this I have more idea to do in the next. Do action plan is a very good part.
2. What would like to share about this seminar to your colleagues?
  - 1) By preparing a ppt in front of team.
  - 2) HR is fundamental in all development program.
  - 3) Very relevant and the participants combine well during the training as well as the field trip.
  - 4) How to implement the HRD programme effectively.
  - 5) The opportunities we have to develop the HRD programme , networking and to get support.
  - 6) The community participation to lift their income livelihood.
  - 7) The collaboration between the government, village leader, farmer, technicians and the association participatory on the HRD.
3. Do you have any suggestions to improve the seminar program to meet it more effective?
  - 1) The field visit may be more practice. Just like the Baisha village we visited. The authority gave us short brief, but we could not see the eco-tourism spots like hills.
  - 2) Submitting specific action plan by each participant.
  - 3) We need sufficient time to recover physically and mentally and 1 or 2 days arrive before the seminar starts will provide the necessary time.
  - 4) The person who is giving the briefing has a good profession in English, so save the time for translating.
4. What are the training topic needed for your economy.(list at least 5 topics)
  - 1) Training of the trainees: participatory training approach(PTA)
  - 2) Leadership. Training program for senior officials.
  - 3) Training on project management

- 4) Training on crisis management
  - 5) Practical training on eco-tourism
  - 6) Training on HRD in the senior officials
  - 7) Eco –system restoration and for the forestry officials and community leaders.
  - 8) PCM for the HRD project manager.
  - 9) Community based forestry management training
  - 10) Study tour on CBFM in Nepal
  - 11) Technical training in Bamboo development.
  - 12) Developing training standard
  - 13) TOT
  - 14) Institution development
  - 15) Developing standard in forestry training
  - 16) Downstream processing and marketing
  - 17) Bamboo industry development
5. Other comments
- 1) HRD training workshop is also necessary.