



Workshop on Forestry Human Resources Development in the Asia-Pacific Region

Summary Report

Prepared by the APFNet Secretariat

Recognizing that human resources development is a vital component to address changes in the forestry landscape, APFNet cooperated with the Forestry Extension and Human Resources Development Agency (the Agency) of Ministry of Environment and Forestry of Indonesia to organize the Workshop on Forestry Human Resources Development in the Asia-Pacific Region in Bogor, Indonesia during 25-27 November 2014. The Center for Forestry Extension and Training (CFET) under the Agency based in Bogor provided organizational and technical support for the Workshop. State Forestry Administration of China (SFA) also provided technical support for the workshop.

Building on a pre-workshop paper on the theme, the workshop 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. Forty-five participants from forestry authorities of 16 regional economies and APFNet as well as RECOFTC attended the workshop. Based on the workshop agenda (Annex 3), this report briefly summarizes the presentations and discussions into the following four parts.

1. Introduction: training as an integrated component of human resource development for forestry authorities

There are sea changes in the forestry development, as forests and forestry are no longer the sole 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 workforce.

There is no consensus on a specific definition of what HRD is and includes. It has evolved and changed over time to maintain its relevance to individuals and organizations, but the core of HRD has centered upon improving individuals, organizations and society through a developmental process seeking to maximize individual potential. From a disciplinary perspective, McLagan's (1989) conceptualization of HRD is still relevant today, as it encompasses three separate focuses, i.e. training and development, career development and organizational development. HRD can be viewed as the synergetic combination of all three focuses.

Training, often on-the-job training or in-service training for governmental agencies, institutions, and organizations, is an important tool to bring about organizational efficiencies and effectiveness through more fully engaged and skilled employees

whose performance and work outputs are well linked to the goals of the organization. On-the-job training can occur at the policy level with national, provincial and district level involvement to field level training for chainsaw operators or forest nursery staff. The most important factor in training is that it remains practical, transferable and applicable in any specific field of work from the policy to field level.

There are multiple stakeholders involved in delivering trainings in forestry, ranging from forestry authorities, enterprises, non-governmental organizations (NGOs), to development organizations. Their objectives, focuses and approaches of training also vary. Facing the great change in the forestry landscape, forestry agencies are required to know more about emerging issues that might impact the development of forestry, such as climate change, payment for environmental services, REDD+; and international agencies and NGOs are also quite keen on those areas.

However, for training at different levels and different scales, the sharing of information on training is limited in the Asia-Pacific region. Thus, APFNet took the first step to bring together forestry officials responsible for human resource and training in the regional economies to identify challenges facing the forestry training centers / institutes in the governmental agencies, share experiences and identify the way forward.

2. Training systems in forestry authorities of economies in the Asia-Pacific region

2.1 Policy support and organizational support for HRD and training

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 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, such as Indonesia, China, Viet Nam, the Philippines, PNG, Myanmar and Cambodia. Viet Nam Administration of Forestry (VNFOREST), for example, has formulated a timely action plan for human resources quality improvement for 2014-2020 correspondently under the Ministry of Agriculture and Rural Development (MARD), to prepare the forest sector better for the ongoing agricultural restructuring.

While some economies have set up specialized training centers or institutions which deliver trainings to forestry officials and staff, many economies rely on forestry universities or colleges for the in-service training for the forestry officials. Actually, it is quite hard to separate the training components from the formal and informal education systems.

For example, Indonesia has a very strong organizations support in conducting forestry training. The Forestry Extension and Human Resource Development Agency under the Ministry of Environment and Forestry is responsible for HRD and has three centers respectively for planning, training design and implementation as well as

forestry extension. The Center for Forestry Education and Training under the Agency is responsible training for forestry personnel and vocational education. There are 8 local offices under the Center. China has a strong organizational support in this aspect, too. Under the State Forestry Administration (SFA), State Academy of Forestry Administration (STAFSA) is responsible for the training of forestry senior officials and personnel.

For many other economies, like Viet Nam, Bangladesh, Sri Lanka, Mongolia, PNG and Fiji, forestry in-service training are usually delivered by forestry faculties of universities or forestry colleges.

2.2 Shifted focus of the topical issues of the training facing the changing forestry landscape

As is known, forestry development has evolved from purely timber production to multiple uses of forests and forest ecosystems. International negotiations and discussions on issues like climate change and ecosystem services have brought forests and forestry to the frontline. New financing mechanism for forestry has emerged and developed, such as REDD+ and PES, which also bring new opportunities to forestry. The landscape approach of forest restoration represents a new trend of managing forests with more cross sectoral coordination. Those changes require the training curriculum of the forestry authorities to make adaptation accordingly.

Apart from the conventional focus on the technical skills of silviculture and productive functions of forest management, many forestry training institutions have incorporated community forest management, conflict resolution, non-timber forest products, climate change, REDD+, and PES into regular training curriculum, such as the Philippines, Nepal, Cambodia, PNG, Myanmar, and Mongolia.

2.3 Implementation and effects of the forestry training

Implementation is the key to translate the strategic planning or actions plan of training into reality. How to deliver a training on the ground starts from training needs assessment, to training curricula and syllabi development, to inviting trainers and trainees and post training evaluation. Apart from conventional classroom training, there is also an increasing trend of applying information technology to delivering online training courses and long-distance learning, as an innovative way of training delivery.

Through well planned and organized trainings, the following effects may be achieved:

- enhanced knowledge;
- improved skills;
- better performance on the job;
- increased networks or linkages;
- improved decision making;
- improved forestry planning, implementation, monitoring and evaluation;
- better communication skills;

- more accurate mapping, improved transparency;
- improved participation of stakeholders in forest resources management.

3. Challenges in strengthening HRD in the forest sector

The greatest challenge in strengthening HRD is closely related to the challenges facing the forest sector. As discussed, participants identified common challenges in HRD in the forest sector, ranging from the budgetary one to implementation and technical ones:

- The budget for forestry HRD and specially for training is inadequate, so is the inadequacy for the training facilities, which is often related to the insufficient attention given to HRD in the forest sector;
- Lack of coordination and communication among national and international training institutions / providers, as they are usually delivering trainings on their own in consistent with their focused areas;
- Lack of technical expertise or skilled resource persons;
- The training curriculum / modules are often outdated and not interesting and practical enough;
- The post training evaluation has not been conducted well enough to provide feedback for improving the training;
- The information technology has not been widely applied against the global trend.

4. The way forward: Dialogue on Forestry Human Resource Development in the Asia-Pacific Region

With the challenges in mind, participants identified the immediate needs (see Annex 1 for the elaboration on those needs) to strengthen HRD in the forest sector accordingly. Recognizing those needs, the APFNet secretariat put forward a brief framework of a Dialogue on Forestry Human Resource Development in the Asia-Pacific region. Participants agreed there is a need to strengthen regional networking among training institutions, and the prospective Dialogue can also carry on the existing effort in ASEAN, i.e. the ASEAN FEET Forum (ASEAN Forest Extension and Education Forum). HRD staff and training centers /institutions staff with broader representation can gather together regularly, e.g. once every two years, to exchange emerging issues facing HRD and discuss the action plans of this “Dialogue”. Experiences from Europe on international conference on forestry training centers can be of relevance to further develop the Dialogue.

Building on the brief framework of the Dialogue, and incorporating those immediate needs identified by the participants, the possible activities under the Dialogue can include:

- regular meetings / seminars among forestry HR departments and training centers / institutions, to exchange best practices on training delivery and effective training measures, such as the training curriculum, modules, methods, etc., and identify

- the action plan during the meetings;
- set up a website hosted by APFNet that includes information on training centers (nationally managed, independent, donor funded training programs and NGOs) together with their curriculum, schedule, training language and cost, scholarships, and other training providers, which can be referred to as a “one stop shop” of information relating to HRD;
 - conduct policy research project to present case studies on the training and education system of an economy;
 - carry out tailor made trainings targeted at the mid and upper level of forestry officials to strengthen the understanding of the emerging international issues in forestry development;
 - conduct study tours among interested economies concerning certain areas of forest management or practices;
 - help interested economies to do training needs assessment, training planning, etc. as needs arise.

This Dialogue is open to forestry HR departments and training centers / institutions across the region. For its initial operation, APFNet may provide the funding. STAFA of China and CFET of Indonesia expressed their willingness to provide technical support and support necessary for the operation of the Dialogue. As discussed, the APFNet secretariat will develop the framework of the Dialogue into a more detailed terms of reference and may carry out activities while at the same time the Dialogue is developing.

Annex:

1. Immediate needs for strengthening HRD in the forest sector
2. Framework of the Dialogue on Forestry Human Resource Development in the Asia-Pacific Region
3. Agenda of the workshop
4. List of participants

Annex 1:

Immediate needs for strengthening HRD in the forest sector

1. BUDGET FOR HRD

This was a common theme and issue facing all organizations. There is no easy fix for budget constraints but the HR managers need to ensure they are involved in medium to long term planning processes ensuring that HRD is prioritized and is included in implementation frameworks. This also includes developing the infrastructure and/or allocating land for training.

2. STRENGTHENING REGIONAL NETWORKING

There is a great need for establishing regional networks and follow-up is required to set up mechanisms to strengthen networks through the region. As found from the pre-workshop report on HRD in the Asia-Pacific region, there is no one network or website targeting HRD through training. It was suggested that a website be setup and hosted by an organization that includes information on training centres (nationally managed, independent and NGO) together with their curriculum, schedule, training language and cost, scholarships, donor funded training programs and other training providers. It was referred to as a “One stop shop” of information relating to HRD.

3. CAPACITY NEEDS ASSESSMENT

All organizations require a capacity needs (training needs) assessment to determine the current skills within their organization and gain an understanding of what skills and knowledge needs addressing in the future. A Training Needs Assessment (TNA) determines the purpose and learning objectives of tailor-made training in organizations. There are three general questions to be answered as part of the TNA that include:

- 1) Which capacity gaps will we address through training, and which ones through coaching, or on-the job learning?
- 2) What is the organizational purpose of training?
- 3) How should the training session(s) be designed and evaluated?

Follow up (post training evaluation) consists of providing the conditions for the trainees to apply their newly gained competencies, and to monitor them. Training should never be a one off event as lessons learned are easily forgotten without follow up training including post training evaluation to improve courses and their structure.

4. STANDARDIZED POST TRAINING EVALUATION

Once training is completed, post training evaluation is important to review the information disseminated to the trainees and their perceptions as to the relevance and possible applicability of the training in their workplace. Those knowledgeable in post

training evaluation need to be able to share their knowledge and experience in order to develop appropriate and informative training programs tailored for the specific needs of an organization.

A Monitoring, Evaluation, and Reporting (MRV) system after participation in HRD programs should be the basis of the post training evaluation. Also the preparation of an action plan after each training and submission of feedback and updates should not only be submitted to the respective agency or institutions heads but furnish copy to the training organizer and development partners as well.

5. HRD PLANNING AND RESOURCE ALLOCATION

There tends to be less willingness to allocate resources to HRD development due no immediate financial gains to be made while it is expensive to fund. Although, sometimes it is necessary, in order to understand and comply with national laws and policies and in some cases follow international standards in order to gain funding from international sources such as the International Finance Corporation (IFC) or international development banks. Most importantly is support from the top level of an organization for without support little or no resources will be allocated to HRD. There should also be coordination across stakeholders, especially donor organizations, who often run parallel courses without consultation with other service providers.

6. LACK OF TRAINERS / SPECIALISTS

If there is a lack of specialized trainers within an organization, training providers will need to be outsourced when required. It takes time for an organization to build up its internal training capacities. Potential trainers will need to complete courses themselves to learn the pre-requisites skills, and through train-the-trainers courses, learn how to disseminate information to fellow co-workers. This is also a place for technical support that is perhaps not provided through a training course but more to review current activities and provide information to refine them. This could include support in providing information on technological advances such as bamboo processing, research and development and harvesting systems.

7. JOB DESCRIPTIONS

One task of the HR manager will be to develop job descriptions for staff if they do not already exist. Through job descriptions the required tasks are indicated for an individual, including roles and responsibilities that allow the HR Manager to match the right person for the job and understand what skills are lacking and need improving through training. The employee can also be evaluated against their job description and provide information on their present skills and interest in personal development through training courses.

The job description, annual reviews and discussions with staff can be used in the development of a career path for staff that is important for long term planning in HRD and reassures staff that they have a future with a particular organization.

8. DEVELOPING E-LEARNING

E-learning systems use the internet to meet the needs of geographically dispersed workforces and are increasingly utilized by various organizations throughout the world accessible 24 hours a day. Through e-learning courses employees can meet many career development needs without travel time or expenses. E-learning courses can easily be updated and with guidance from organizations and can be tailored to meet their needs. E-learning course information can be provided on the forest training website if, and when it is developed. Training institutes can be improved through implementing modern and advance Information Technology (IT) for supporting e-learning.

Website development can:

- Provide a platform for exchanging best practices in capacity building of forestry officials;
- Facilitate the effective cooperation in capacity building of forestry officials;
- Promote innovation in strengthening forestry training
- Provide information on Biannual meetings: to review the latest development of forestry and training measures, identify emerging needs for training, and to discuss action plan of implementation; and
- Provide Study tour information

9. BUSINESS DEVELOPMENT AND MARKETING

Business development is central in the current and potential profitability of an organization. It takes forest sector knowledge together with an effective marketing strategy to increase the market share of products whether they are sawn logs, NTFPs and even carbon credits. Training in forest sector markets will allow a business development manager to understand their products, how to analyze their supply change and rationalize it, and gain greater returns for their products through using the most efficient and cost-effective technologies.

Training in business development and marketing was discussed as an important factor for most organizations that must remain profitable and become more innovative and diverse in developing their products. It was cited in the workshop that some organizations lack knowledge in forest economics and cost benefit analysis and training in these subjects would be highly beneficial for their staff in managing their business dealing better.

10. TECHNOLOGICAL ADVANCES

Organizations are at different technological levels and their strategic development will require knowledge in technologies that are efficient, cost effective, easy to apply and duplicate and relevant for their particular industry and a range of products. Organizations often find it difficult to obtain the knowledge and understanding of the best technology that will suit their needs. Through improved networks there will be an

exchange of ideas and a number of systems that can be implemented including the expertise in using the technology and training staff in its use and maintenance.

11. CROSS SECTOR TRAINING

As noted forestry is not just about trees but composes of a number of products and services that and involves wide and varied stakeholders with a vested interest in natural resource management. Training can include subjects such as biodiversity and conservation, MRV as it pertains to forest carbon accounting, participatory management and conflict resolution.

Training cuts across sectors and no forest manager can be an expert across all fields and will rely on trained and certified professional to undergo certain operations such as High Conservation Value (HCV) assessments, forest certification assessments (FSC,PEFC) and forest rehabilitation and regeneration activities and these often require environmental and social professionals and forestry specialists.

These skills can all be developed within an organization through training if they have the resources, both human and financial available. Communication and negotiation skills for forestry officials and other stakeholders are very important and are very relevant skills especially when discussion and negotiation with communities or other stakeholders is required.

Annex 2:

Dialogue on Forestry Human Resources Development

in the Asia-Pacific Region

Draft Framework for Discussion

Background

In the changing socioeconomic context, forestry development has been facing a myriad of emerging challenges, such as accelerated climate change, undervaluation of forest values. One of the keys to addressing those challenges lies in stronger capacity of the forestry authorities and practitioners, which is especially true for the Asia-Pacific region, as the capacity of forestry agencies in developing economies in this region is quite uneven. Some may have already rich and successful experiences to deliver training for forestry officers, and some may rely largely on international / regional organizations. Therefore, to better exchange experiences in training of forestry officials and assess the emerging needs of forestry agencies in the region, APFNet would like to propose to set up a *Dialogue on Forestry Human Resources Development in the Asia-Pacific Region* (hereinafter referred to as the “Dialogue”), with the goal to help improve the human resources development of forestry agencies in the region.

Goal and objectives

With the overall goal to help improve the human resources development of forestry agencies in the Asia-Pacific region, the Dialogue intend to achieve the following objectives:

- Provide a platform for exchanging best practices in capacity building of forestry officials;
- Facilitate the effective cooperation in capacity building of forestry officials;
- Promote innovation in strengthening forestry training.

Meeting mechanism of the Dialogue

To identify emerging needs and the specific cooperation fields and also exchange the most up-to-date forestry training measures, it is proposed for the forestry officials responsible for human resources development to meet once every two years, which can also be combined with international events. The meetings may discuss and agree on the action plans of the Dialogue.

Proposed activities under the Dialogue

To achieve the goal and objectives of the Dialogue, different kinds of activities may be implemented:

- Conduct policy research projects on specific topics related to forestry training;
- Conduct study tours between economies in the region to exchange experiences in

- delivering forestry training and facilitate learning from each other;
- Carry out tailor made trainings targeted at the Director Generals among the regional economies to strengthen understanding and exchanges on forest policies of each economies and international forestry issues as well as forestry negotiations in international conventions.

Funding mechanism and organization

APFNet will provide the fund for the initial operation of the Dialogue and welcomes the support and cooperation from other international / regional organizations. For activities in China, APFNet will leverage the role of its Kunming Training Center to organize relevant activities and also explore cooperation with other entities such as the State Academy of Forestry Administration (under State Forestry Administration of China) as well as other interested agencies across the Asia-Pacific region.

Annex 3:

Workshop on Forestry Human Resources Development in the Asia-Pacific Region

25-27 November 2014 Bogor, Indonesia

Programme

Date/Time	Programme/Agenda	Chair/facilitator
24 November, Monday		
Arrival of Participants (Airport pick up will be provided for participants)		
DAY 1: 25 November, Tuesday		Meeting room: Karang-Kencana
0800 – 0900	Registration: picking up the meeting package outside the meeting room	
0900 – 0945	Opening <ul style="list-style-type: none"> - Opening remarks by Ms Li Shuxin, Assistant to Executive Director of APFNet Secretariat; - Opening remarks by Mr Li Xiangyang, Executive President of State Academy of Forestry Administration, on behalf of State Forestry Administration of China (SFA); - Opening remarks by Dr Tachrir Fathoni, Director General, Forestry Extension and Human Resources Development Agency, Ministry of Environment and Forestry, Indonesia 	Chair: Mr Noviar, Forestry Extension and Human Resources Development Agency
0945 – 1015	Tea/Coffee Break and group photo	
1015 – 1030	<ul style="list-style-type: none"> - Introductions to the workshop background and Setting the Scene - Self-introduction of the participants 	Facilitator: Mr Roger Steinhardt, APFNet consultant
<i>Session 1: Overview of the forestry human resources development in the Asia-Pacific region, status, challenges and opportunities</i>		
1030 – 1045	Overview of the forestry human resources development in the Asia-Pacific region <ul style="list-style-type: none"> - Mr Roger Steinhardt, APFNet consultant to the workshop 	Chair: Ms Li Shuxin, Assistant to Executive Director of the APFNet Secretariat
1045 – 1100	Introduction to APFNet's programme in capacity building <ul style="list-style-type: none"> - APFNet secretariat 	
1100 – 1115	Introduction to RECOFTC's programme in capacity building <ul style="list-style-type: none"> - RECOFTC 	
1115 – 1200	Q&A	
1200 – 1330	Lunch break: buffet at Verandah Restaurant	
<i>Session 2: Sharing achievements, challenges, and opportunities of forestry human resources development; identify the needs in on-the-job training of forestry agencies</i>		

Date/Time	Programme/Agenda	Chair/facilitator
1330 – 1510	Presentation by economies on the human resources development in the forest sector, focusing on the effective measures in on-the-job training programmes, and the achievements, experiences, challenges, and opportunities (20 minutes each) <ul style="list-style-type: none"> - P. R. China - Indonesia - Malaysia - Thailand - The Philippines 	Chair: Dr Agus Justianto, Director, Center for Forestry Education and Training
1510 – 1530	Q & A	
1530 – 1550	Tea Break	
1550 – 1750	Presentations by economies (continued) <ul style="list-style-type: none"> - Cambodia - Lao PDR - Myanmar - Viet Nam - Mongolia - Mexico 	Chair: Dr Agus Justianto
1750 – 1800	Q & A	
1800 – 1810	Wrap-up by the Chair	
1800 – 1930	Dinner: buffet at Karang-Kencana	
DAY 2: 26 November, Wednesday		Meeting room: Karang-Kencana
0830 – 0840	Recap and Feedback	Facilitator: Mr Roger Steinhardt
0840 – 1020	Presentations by economies (continued) (20 minutes each) <ul style="list-style-type: none"> - Bangladesh - Nepal - Sri Lanka - Papua New Guinea - Fiji 	
1020 – 1030	Q & A	
1030 – 1050	Coffee break	
1050 – 1130	Working group discussion: (the participants will be divided into three groups in consistence with the presentation session; each group may identify one rapporteur which facilitate the discussion and then report to all the participants) <ul style="list-style-type: none"> - Discussion may focus on the following aspects: whether capacity building has been integrated into the forestry sectoral development plan; how much fund have been allocated annually for the forestry training; what are the 	Facilitator: Mr Roger Steinhardt

Date/Time	Programme/Agenda	Chair/facilitator
	effective measures; major challenges and constraints of implementation of the plan; identifying the needs for strengthening on-the-job training for forestry officials, etc.	
1130 – 1200	Reports by each group representative	
1200 – 1330	Lunch break	
Session 3: Actions on the ground – exploring the possibilities on setting up a Dialogue on Forestry Human Resources Development in the Asia-Pacific region		
1330 – 1345	Summary of the common challenges facing the regional economies in forestry human resources development based on the presentation sessions - Facilitator	Facilitator: Mr Roger Steinhardt
1345 – 1400	Introduction to a draft framework of the Dialogue on Forestry Human Resources Development in the Asia-Pacific region - APFNet secretariat	
1400 – 1530	Facilitated discussion on the feasibility, needs of establishing the Dialogue, as well as the proposed activities under this Dialogue, based on the framework of the Dialogue	
1530 – 1600	Tea Break	
1600 – 1700	Discussion continues: what's next? A policy brief on forestry human resources development Actions on the ground: targeted trainings; seminars	
1700 – 1710	Wrap-up and conclusion of the workshop	Ms Li Shuxin
1710 – 1720	Information about the field trip next day - Local organizer	
DAY 3 : 27 November, Thursday		
0700 – 1600	Field Trip: - Gede Pangrango National Park (Lunch will be at the National Park) - Visit the Center of Forestry Education and Training in Bogor	
1900 – 2200	Farewell Dinner at Novotel Hotel	
DAY 4: 28 November, Friday		
	Departure (Check-Out Hotel)	

Annex 4:

List of Participants

No	Economy/ organization	Name	Agency	Contact information
1	Bangladesh	Dr Md. Mohiuddin	Deputy Secretary, Ministry of Environment and Forests	Email: dr.mohiuddin2011@gmail.com
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4	Cambodia	Mr Chann Sophal	Deputy Director, Institute of Forest and Wildlife Research and Development	Email: sophal.chann@yahoo.com
5	China	Mr Li Xiangyang	State Academy of Forestry Administration (STAFSA), State Forestry Administration (SFA)	
6	China	Mr Wu Youmiao	Director of Education and Training, Department of Human Resources, SFA	Email: forestry728@aliyun.com
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8	China	Mr Chen Liqiao	Director of Training division, STAFSA, SFA	
9	China	Ms Lei Xue	Director of International cooperation, STAFSA, SFA	Email: leixue_1022@163.com
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20	Mexico	Ms Consuelo Marisel Figueroa-Navarro	Manager for Education and Training, National Forestry Commission	Email: cfigueroa@conafor.gob.mx

21	Mexico	Mr Abel Santos Juarez-Cortez	Chief of the Training Department, National Forestry Commission	Email: acortez@conafor.gob.mx
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