



# Regional Training of Facilitators

## Strengthening Forest Tenure Systems and Governance

Training Report



Report prepared by Reymondo Caraan

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## **ABBREVIATIONS USED**

CFS	Committee on World Food Security
CSO	Civil Society Organization
FAO	Food and Agricultural Organization
M&E	Monitoring and Evaluation
NGO	Non-Government Organization
NFP-Facility	National Forest Program Facility
RECOFTC	The Center for People and Forests
VGGT	Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT)

## 1. Introduction

Over the past two decades, forestry worldwide has undergone substantial changes. One of these is a gradual process of moving away from state forest management towards participatory and local forest management. Ownership and access to forest resources, initially state-dominated, are becoming more diversified, allowing a wider range of actors to participate in forest management. This shift characterizes ongoing forest tenure reform processes.

These reforms are critical to enable non-state actors such as local communities, smallholders and indigenous people to participate in and benefit from forest management. Tenure reform, however, involves changes, often quite radical ones, to regulatory frameworks and governance. The implication is that key stakeholders adopt new and different roles in forest management; roles for which they frequently have limited capacity. At the same time, communities, smallholders and individuals are emerging as holders of new rights and responsibilities. They are often unaware about their new rights and about how rights can be effectively exercised for tangible benefit.

FAO, through an inclusive multi-stakeholder process, has developed the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT) which were endorsed by the Committee on World Food Security (CFS) on 11 May 2012. It is expected that many member countries will in the future adapt these guidelines for the strengthening of tenure governance, and this module will be instrumental in supporting this process.

An important source of inspiration for this module is the FAO Forestry Paper 165 - *Reforming forest tenure. Issues, principles and process* (FAO, 2011). The main lessons from this global review are presented in the form of 10 principles for guiding the design and strengthening of forest tenure reform.

FAO and RECOFTC have since developed a training module entitled *Strengthening Forest Tenure Systems and Governance*. The module integrates and builds on these principles, and is itself a tool to help realize them. Turning the guidelines into reality heavily depends on the capacity of everyone involved, including at organizational and institutional level. This is highlighted in numerous global tenure studies which highlight the need for capacity to collaborate more effectively.

On 8-16 September 2014, the regional training on Strengthening Forest Tenure Systems and Governance was conducted to provide prospected facilitators of tenure reform the opportunity to review basic concepts of tenure and governance and to improve their knowledge, skills and attitude in introducing and facilitating activities that will contribute to the strengthening of forest tenure systems. The objective of this training of facilitators was to enable participants to design and facilitate tenure reforms that are based on sound tenure reform principles and the VGGT. A key expectation of this phase of training was that participants develop reasonably good drafts of action plan for strengthening forest tenure systems in their countries; including the target tenure and governance reform, the rationale behind it, stakeholders to involve, and the target implementation date.

The training of facilitators covered in this report is one phase of the programme. It was preceded by a selection process where FAO country offices nominated government facilitators while RECOFTC nominated its own training coordinators as well as facilitators from civil society organizations (CSO). The final selection of the participants was based on agreed criteria related to roles and influences in strengthening forest tenure systems. After the training of facilitators, the participants from each country decided to team up to design, prepare and present in-country plans<sup>1</sup>. Monitoring and evaluation of the implementation of the plan as well as progress of participants' capacities will be conducted 6 months and one year later.



The facilitator and the participants during the training course introduction.

<sup>1</sup> An overview of the in-country plans can be found in Annex 5

The training was a joint effort of FAO and RECOFTC. Lead facilitators were Mr. Reymondo Caraan (RECOFTC), and Ms. Monica Kipiriri (FAO consultant) with highly valued input from Mr. Fred Kafeero (FAO), Mr. Praty Youngpattana (RECOFTC), and Mr. Ronnakorn Triraganon (RECOFTC). Important support in developing the programme and in preparing for the training and the report was received from Mr. Toon de Bruyn (RECOFTC), Mr. Yurdi Yasmi (FAO), Mr. Patrick Durst (FAO), Ms. Kallaya Meechantra (FAO) and Ms. Leela Wuttikraibundit (RECOFTC).

## 2. Objectives

**It was expected that after the training of facilitators, the participants will have an increased understanding, knowledge and awareness about**

- Forest tenure systems and situation in their respective countries and in the region;
- Tenure, tenure reform and governance concepts;
- Participatory tools in analyzing tenure, tenure reform and governance;
- Tenure reform principles and the VGGT; and
- Strengths and weaknesses of current tenure reform initiatives, as well as priorities and strategies to strengthen reform initiatives

**It was expected that after the training of facilitators, participants will be able to**

- Analyze tenure systems to be used as a foundation for developing tenure reform activities;
- Identify stakeholders and their perspectives on needs for tenure reform through participatory appraisal with forest users and local officials in the field;
- Conduct assessments of the tenure governance arrangements and practices against internationally accepted good practices and arrangements; and
- Develop an agenda for strengthening forest tenure systems and governance, and action plans.

### Institutional level objectives

Through engaging with national level stakeholders in the forestry sector, this training of facilitators aimed to foster collaboration among key players of tenure reform from participating countries. They were expected to collaborate together in introducing and facilitating activities that will contribute to strengthening forest tenure systems in their respective countries.



The participants learning from one another's country analysis of forest tenure governance.

## 3. Composition of participants

In total 22 participants from seven different countries participated in the training (Annex 1). The participants represented a wide range of organizations including government, civil society and academia. The majority of the participants were from civil society group (15) representing academia (1), NGO working at national level (7) and RECOFTC (7). Seven of the participants were government officials working at national level. A good gender balance was observed, such that out of 22 participants, 10 were females. The training experiences of the participants related to strengthening forest tenure systems were very limited, with some participants lacking knowledge about it and lacking training experience as well.

It was agreed between the organizers to invite participants from seven countries. The selection of participants followed a nomination process based on a set of criteria. Finally 21 participants from Cambodia (3), Thailand (3), Myanmar (3), Laos (3), Vietnam (3), Indonesia (3) and Nepal (3) were selected. However, civil society representative from Cambodia failed to make it to the training due to some passport issues. The training attracted as well two paying participants from Indonesia (1) and Myanmar (1).

## 4. Methods and materials

### 4.1. Methods

A wide range of methodologies were carefully selected to serve the objective of the sessions during the training. They were selected and developed in line with the principles of adult learning. As can be learned from the table below, the majority of the methods draw on the participation of the participants, which targeted their active engagement and contribution rather than relying solely on the transfer of knowledge by the trainers. An overview of the methodologies used is presented below:

Method	Session
Snowballing	- Participants' introduction
Presentations using PowerPoint, flipcharts and lecture	- Introduction to the training program - Forest tenure concepts - Forest tenure analysis - Forest tenure reform assessment - VGGT
Brainstorming (visualization)	- Collecting the expectations - Forest tenure concepts
Pair work (visualization)	- Tenure reform principles
Group work and Delphi technique	- Action planning - Country analysis of tenure - Implementing participatory tenure appraisal
Field practicum	- Assessment of forest tenure systems
Self Assessment	- Self assessment on knowledge of and experience with strengthening forest tenure systems
Simulation Exercise	- Facilitation of participatory assessment of forest tenure
Fishbowl	- Training reflection and taking stock

### E-learning and E-forum

As a preparatory course to the face-to-face training, participants were highly encouraged to undergo VGGT e-learning and post their learning and reflection in the e-forum, which also served as the platform for posting their initial assessment of forest tenure systems in their respective countries. Based on the feedbacks, majority of the participants have learned about VGGT only during the online course and this e-learning have helped them gain basic understanding of the guidelines.

Participants who faced challenges in undergoing VGGT online course and posting in the e-forum mentioned that the lack of time was a major factor. Some government officials hesitated to participate because they were uncertain on how to represent their government in such virtual learning. They thought that their posts in the e-forum could jeopardize their position and the government they represent because these can be misinterpreted, re-phrased and re-posted. Nonetheless, they found the e-forum helpful especially in terms of learning from one another distantly and they suggested to have it sustained especially in sharing experiences, learning and challenges they will face in implementing their action plans.

## Coaching

Individual and country team coaching were applied in various stages of the training to address the challenges perceived both by the participants (individually and as a country) and by the facilitators. From one on one discussion with the participants, needs included both understanding the concepts and tools and operationalizing them in their own context. They mainly raised that it was challenging to facilitate the analysis of tenure systems especially that the concepts and tools were new to them and that they lacked experience. Country teams expressed the need for coordination among the trained facilitators within the country and with support from RECOFTC and FAO, and wanted to have more clarity on the kind of support that could be provided. Specifically, they were wondering how to find institutional support to facilitate the process of strengthening tenure systems.



The facilitator processing participants' learning from the simulation exercise on participatory assessment of forest tenure.

## 4.2. Materials used

The training manual both in hard copy and CD form, which also contains training resources and background reading materials, and VGGT handbooks were distributed to the participants even before the training started. Other resources shared include:

- FAO. 2011. Reforming forest tenure. Issues, principles and process . FAO Forestry Paper 165. Rome.
- FAO. 2012. Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security. Rome
- FAO. 2013. Strengthening Forest Tenure Systems and Governance. Training Module for Facilitators. Rome

## 5. Key Outputs

During this training, different products were developed and outputs were generated by the training participants and the organizers:

- Initial assessment of in-country forest tenure situation and tenure reform
- Action plans were developed and for presentation by the participants
- In-country teams were set up that will be responsible in introducing activities related to tenure strengthening
- Suggestions to improve e-forum were discussed

## 6. Monitoring and Evaluation

As this training was designed to enable participants to develop context appropriate facilitation strategies and deliver country-based facilitation services that effectively contribute to tenure strengthening, monitoring and evaluation design covered participant's self assessment of his capacities before and after the training started. Post training evaluation of capacities was conducted immediately after the training, and will be conducted six months and one year after.

Tools used for M&E for the program:

Phase 1:

- Self assessment of knowledge and skills on strengthening forest tenure systems and governance
- Pre-course assignment, which included undergoing and reflecting on VGGT course and submitting initial assessment of forest tenure, using e-forum

Phase 2:

- Daily face-to-face feedback sessions between facilitators and participants.
- Daily monitoring chart on what went well and what did not
- Questionnaire to measure the reaction level of the participants on the training (Annex 2)
- Self-Assessment on perceived pre-knowledge and expectations as well as on the perceived learning (Annex 3)

A detailed overview of the overall findings resulting from the phase two M&E exercises is presented in section 8.

## 7. Communication strategy

The program targets the introduction and institutionalization of country-based initiatives that will effectively address tenure strengthening and improved governance of it at national and local levels. In view of this, partnership among participants at the country level was established. Further, partnerships through exchange of experiences, challenges and lessons learned will have to be explored, such as sustaining communication among and within countries through the e-forum, regional workshops, etc..

Newsletter was submitted to FAO and uploaded at RECOFTC website. The participants themselves, especially those from Nepal, have indicated to write news articles, develop information materials and disseminate information through print media and national radio.

Also, the participants indicated in their action plans the need to translate the training materials, including the VGGT and tenure reform principles in local languages. This could help in rolling out key messages and capacity building activities at the country level.

## 8. Findings

### 8.1. Reaction Level Findings – General

Figure 1 shows a general agreement that all aspects of training arrangement were found to be satisfactory. More specifically participants evaluated positively the objectives of the training as well as its contents and materials. Similarly, the training environment, facilitators and field practicum were found to be satisfactory.

The competencies of the trainers and the training process including its administration were identified as strongest elements of the training. The length of the training was found to be the weakest.

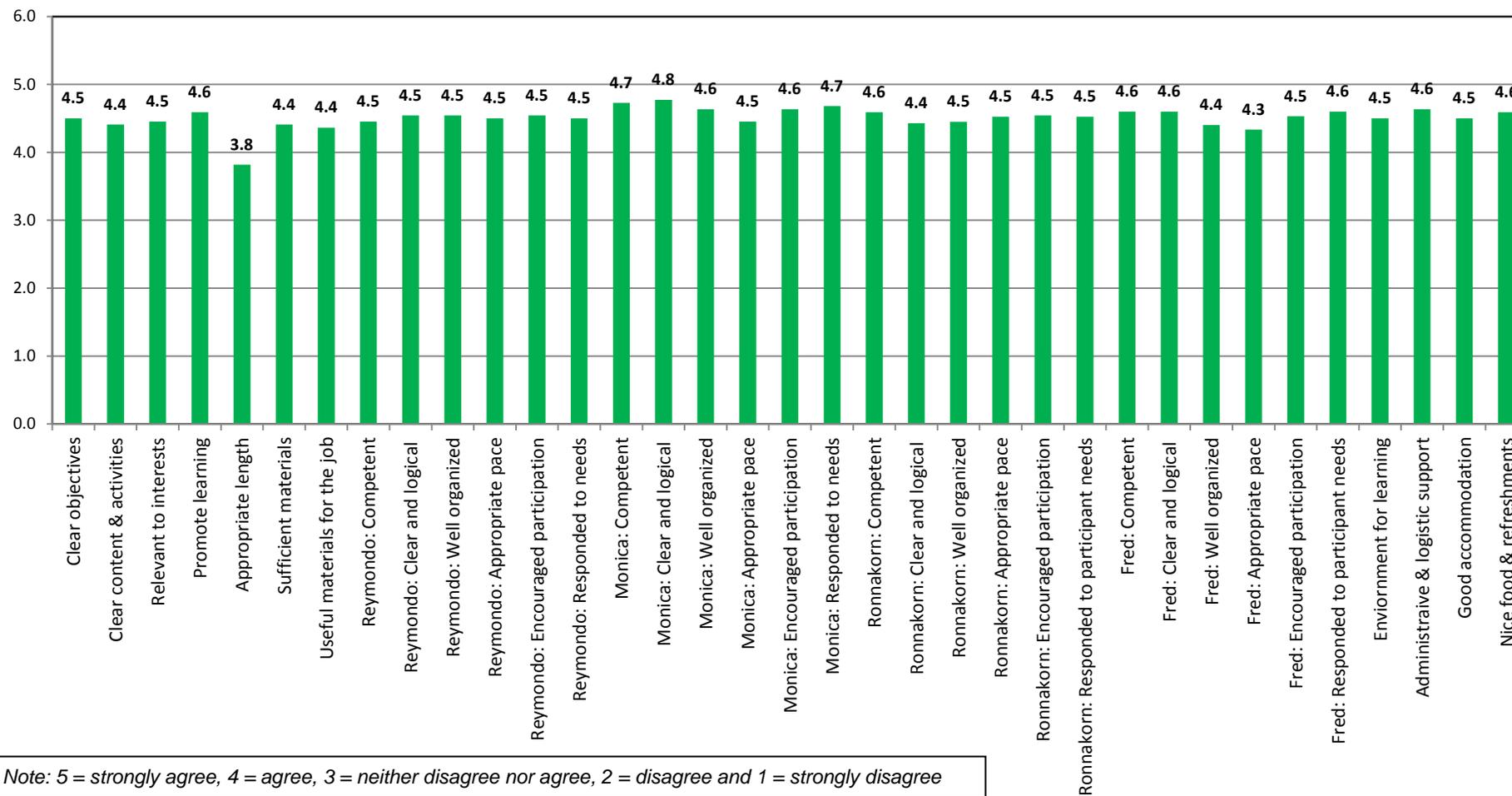


The participants facilitating forest tenure analysis with the village leaders

### 8.2. Reaction Level Findings – Specific (detailed responses can be found in annex 2)

In summary the feedback showed that objectives and contents of the training were '*very interesting and applicable*'. However, the training length could be shortened as some participants' found it too long. The workshop materials and exercises were found to be very useful but some suggested inclusion of more practical exercises.

**Figure 1. Average score of participants' feedback**



The facilitators (Reymondo, Monica, Ronnakorn and Fred) facilitated the training in a very participatory and learning oriented way. They were very organized and responded well to the questions and needs of the participants. Suggestions for improvement included a presentation on the forest/natural resource management system of Thailand before going to the field, adding more sessions that will target enhancement of facilitation skills, and substantiating concepts with more practical examples.

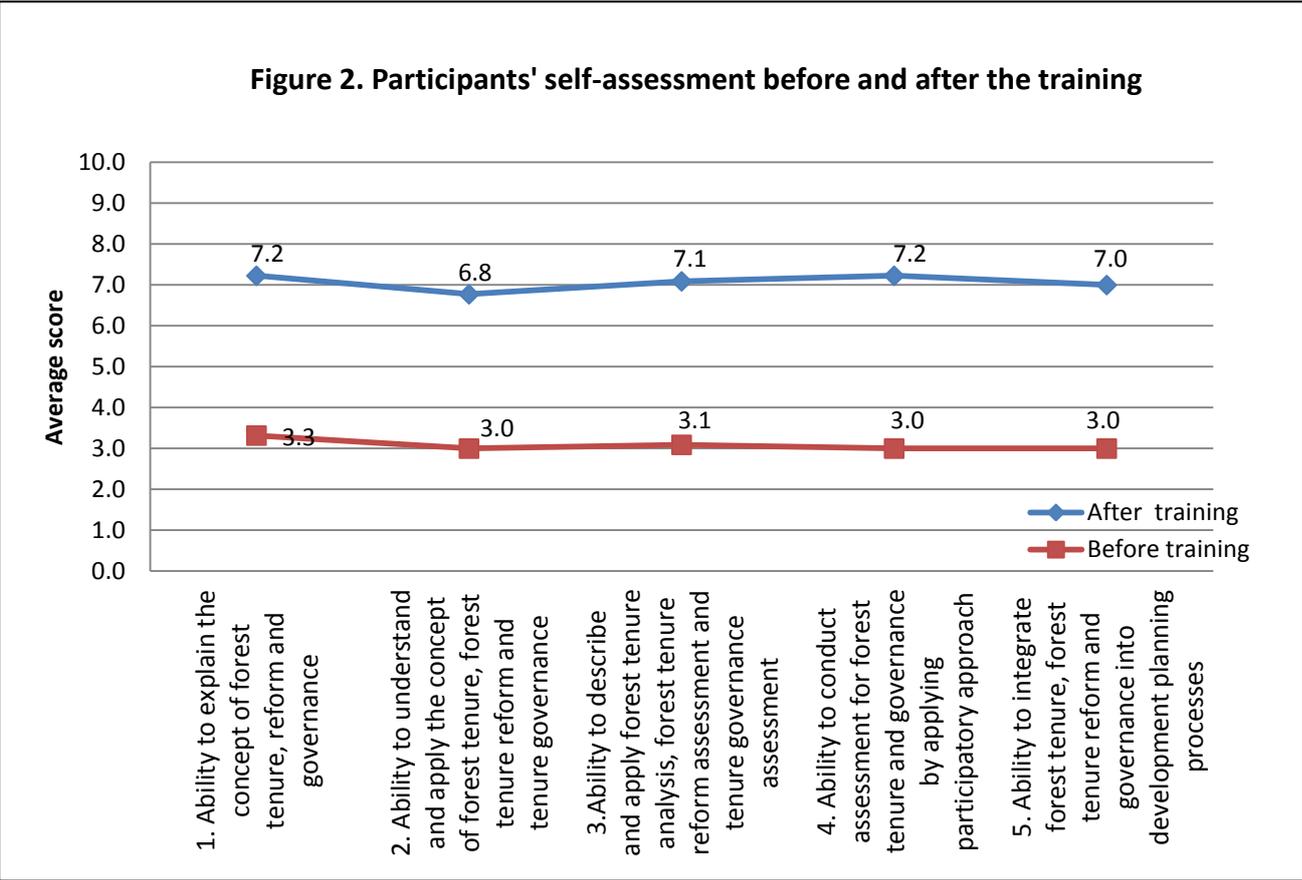
The participants found the VGGT e-learning helpful especially in understanding technical terms and in preparing mentally for the training. The e-forum was also found useful *‘to raise questions related to the issues that are not clear and to share experience with others’* as well as to get to know the background of the participants beforehand. The e-forum had complemented the e-learning because the former requested them to post their learning and reflection from the latter.

While many of the participants’ expectations were fully met, some indicated the need to deepen understanding of the concepts and VGGT as well as to practice the tools more. Participants found gender as adequately incorporated in the training, but lacked tools to analyze it. Nonetheless, gender balance in the training had been observed.

Fifteen participants agreed to be contacted for follow up telephone interview to monitor improvement of capacities. One suggested to use the e-forum for this.

### 8.3. Learning Level Findings (Self Assessment Form in Annex 4)

Questions mainly probed for the perceived knowledge and skills in strengthening forest tenure systems and governance. Figure 2 shows a general increase in capacities to explain and use forest tenure, reform and governance concepts. Similarly, capacities also improved in terms of ability to apply tools for forest tenure analysis, forest tenure reform assessment and tenure governance assessment as well as conduct assessment of forest tenure and governance employing participatory approach. Moreover, participants indicated an improvement of capacities to integrate forest tenure reform and its governance in development planning processes.



While many were new to the concepts introduced in the training, some had expressed certain level of understanding before coming to the training because their work was related to this. Other than learning the concepts, participants indicated as well that they came to understand forest tenure systems in their country and were looking forward to using the analysis tools to strengthen their understanding of the concepts.

## 9. Conclusions and recommendations

1. The objectives of the training were fulfilled and the expectations were met while the key knowledge and skills including outputs, such as action plan per country, that were targeted were reached. Annex 5 presents individual and action plans per country.

Recommendation: As it was a training of facilitators, incorporate more exercises to develop facilitation skills. As expressed by the participants, backstopping and other forms of support such as technical and logistical to implement the action plans would have to be provided, and to be able to nourish and sustain the capacities built.

2. The training manual was best suited for country level engagement, and as this has been tested twice at a country level context.

Recommendation: The structure and the modules would have to be revised to suit the regional context of the training, such that country groups can have more time together to analyze tenure, reform and governance and will be more able to recommend strategies that target reform which country participants can co-implement or at least are complementary.

3. The key concepts shared and skills developed were found to be very relevant. However, participants were seeking more practical examples of forest tenure reform even though some concrete examples were incorporated in the training materials while at the same time participants and trainers had shared their own experiences.

Recommendation: Develop supplementary learning materials, which can include:

- a. Training materials: Case studies illustrating tenure analysis and reform processes and video to illustrate facilitation techniques.
- b. Background resources: Translation of existing resources, including especially VGGT (full or summarized)

4. Field work provided participants some hands on experience on analyzing forest tenure and tenure systems. It was, however, found to be short and provided only a particular type of forest tenure, which is community forestry.

Recommendation: Include other types of forest tenure to widen perspectives on tenure systems. Groups can be divided to cover some other types of tenure and the associated issues, which they can present back in the classroom.

5. As mentioned, this training of facilitators contributed significantly to the development of critically important capacities in the region, and therefore it is important to conduct follow up activities at the regional and national levels to create a greater impact and to sustain interest on tenure strengthening and promote institutional commitment.

Recommendation: Facilitate more training programs for national practitioners, create partnership or networks among them at the regional and local levels, and develop case studies based on their experiences.

6. There has been a mixed of perceptions on the length of the training period. While some find the length just enough, others found it possible to be shortened.

Recommendation: Review the length of the training and to consider reducing the number of tools. A full set of tools can be used during in-country training while the regional training would have to be more focused on more applicable tools. Some other tools that will not be used in the classroom can be mentioned as optional tools and they can be included as one set of materials, 'menu of tools'.

7. The e-learning and e-forum highly complimented the training as they helped the participants prepare themselves socially and technically for the training. It gave them opportunity to review the basic concepts that will be used in the face-to-face training as well as to get to know the participants and the country tenure situation they confront. However, some did not undergo the VGGT course while others did not participate in the e-forum.

Recommendation: The positive evaluation of both platforms is very encouraging, and therefore must be strongly encouraged for the next training. However, government officials in particular face constraints in posting in the e-forum. For them, it might compromise their position and the institution they represent if they should get critical of the tenure situation and discuss tenure reform. The word 'reform' itself when translated to national languages connotes a very strong negative meaning.

## ANNEXES

### 1. List of Participants

Country	Name/Address	Tel/Fax/E-mail
Cambodia	Mr. Samreth Vanna (PhD.) Deputy Director of Department Department of Forestry and Community Forestry/Forestry Administration, MAFF #40 Preah Norodom Blvd, Phsa Kandal 2, Khan Daun Penh, Phnom Penh, Cambodia	Mob: +855 92720071 E-mail: samrethv@yahoo.com
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## 2. Post Training Questionnaire and Responses

### 2.1 Post training questionnaire

1.The Objective of the Training Program and Contents						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
1.1	The objectives of the training program were clear					
1.2	The contents of the training program and activities were relevant to the objectives					
1.3	The contents of the training program were relevant to your interests.					
1.4	The process of the training program could promote your learning and more experiences.					
1.5	The length of the program was appropriate					
<i>Comments:</i>						

2. The Training Course Materials & Exercises						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
2.1	Were sufficient, clear and relevant					
2.2	Will be useful back on the job					
<i>Comments/suggestions for improvement:</i>						

3. The Resource Person(s)/Facilitator(s):						
3.1 Reymondo Caraan		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
3.1.1	Is highly competent in the subject area.					
3.1.2	Delivered clear and logical sessions.					
3.1.3	Was well organized and prepared.					
3.1.4	Presented material at an appropriate pace.					
3.1.5	Encouraged participation.					
3.1.6	Responded well to participants' needs and questions.					
<i>Comments:</i>						

3.2 Namumbya Monica Kapiriri		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
3.2.1	Is highly competent in the subject area.					
3.2.2	Delivered clear and logical sessions.					
3.2.3	Was well organized and prepared.					
3.2.4	Presented material at an appropriate pace.					
3.2.5	Encouraged participation.					
3.2.6	Responded well to participants' needs and questions.					
<i>Comments:</i>						
3.3 Ronnakorn Triraganon		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
3.3.1	Is highly competent in the subject area.					
3.3.2	Delivered clear and logical sessions.					
3.3.3	Was well organized and prepared.					
3.3.4	Presented material at an appropriate pace.					
3.3.5	Encouraged participation.					
3.3.6	Responded well to participants' needs and questions.					
<i>Comments:</i>						
3.4 Fred Kafeero		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
3.1.1	Is highly competent in the subject area.					
3.1.2	Delivered clear and logical sessions.					
3.1.3	Was well organized and prepared.					
3.1.4	Presented material at an appropriate pace.					
3.1.5	Encouraged participation.					
3.1.6	Responded well to participants' needs and questions.					
<i>Comments:</i>						

4. Environment (Training Venue, Accommodation & Logistics)						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
4.1	The venue, seating arrangement, room temperature and lighting were conducive to learning					
4.2	All administrative and logistic support was satisfactory					
4.3	Accommodation was satisfactory and in close proximity to the Training Venue					
4.4	Meals and refreshments were properly provided					
<i>Comments:</i>						

5. Field Excursion (Field sites, Accommodation & Logistics)						
Kao Rao Thien Thong Community Forest		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
5.1	The case studies were appropriately selected to link with the key learning topics					
5.2	Interaction with the stakeholders contributed to my learning process.					
5.3	The field trip contributed to the overall learning process					
<i>Comments:</i>						

6. Conducive Working Environment						
		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
6.1	Current working environment is favorable for applying learned knowledge and skills to your work.					
<i>Comments:</i>						

7. Do you have any suggestions to improve the training program to make it more effective?

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8. How does the E-learning help you in preparing for this training?

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9. How does this training meet your expectations?

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10. Do you think gender issues have been adequately addressed at this course?  
What suggestions would you like to make from the gender perspective?

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11. What would like to talk about this training program to your colleagues?

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12. Are you willing to participate in a telephone interview 6 months after this course?  
*The purpose is to evaluate the effectiveness of this course & how it has affected your approach to work.*

*If yes, please provide a telephone number and an email address where you can be reached  
(This may be a personal number or email address).*

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## **2.2 Responses of Participants on Post Training Questionnaire**

### **1. The Objective of the Training Program and Contents**

- I would like to suggest about the logical preparation of time and tools.
- The objective of the training is very useful to use and apply.
- Training period is enough, not too long or too short.
- Overall the training is pretty good.
- It could be shorten to five days as we all are busy and more importantly the contents could really fit in a 5-day training program, I believed.
- Some issues that I want to know has not been made me clear, e.g. how to handle some CSOs that do not support the forest tenure reform but they have strong access to the community.
- 10 days are too long.
- It would be good to divide into two phases, including training in the country.

- The objective is quite clear but the length of training program is too long. We can improve by using only one day in the field.
- Very interesting and applicable for my work in capacity building.
- Six to seven days might be better.

## **2. The Workshop Materials & Exercise**

- Training course is good but should add more materials and exercises.
- Good.
- Materials and exercise are very useful and I will use these when I do the next training in Myanmar, but the books are so heavy.
- Please distribute materials in one bundle, and use bigger font to make it easy to read.
- I would like to have more exercises on 10 reform principles.
- We should nominate daily person who deliver hand out.
- Local language will help too.
- Forest tenure governance guide book is not enough for all.

## **3. Main facilitator: Reymondo**

- You are very good in encouraging participants to participate.
- Excellent.
- I like very much the way Reymondo deliver the facilitation. His gesture is friendly.
- Thanks for facilitating us.
- Explain too fast, make it slow.
- He is a very creative person, he has good facilitation skill.
- Should be improved in facilitating question.
- He is good in delivering training and creative in making poster, chart and power point.

## **4. Main facilitator: Monica**

- Good in responding to participants needs and questions.
- I like Monica so much. She is active and she can explain clearly.
- Good job.
- She is a brilliant facilitator.
- She is very strong in facilitating the training and tenure system is very clear.
- Command of voice is nice.
- She has a good understanding of forest tenure and governance.
- She focuses more on power point presentation rather than presenting some posters.

## **5. Co facilitator: Ronnakorn**

- Good in facilitation.
- Just facilitated the reflection session which was extremely well organized and learning oriented.
- He is very nice facilitator.
- Not so active as a facilitator.
- He has facilitated only one session and that was the field exercise session, so there is nothing to comment.

## **6. Co facilitator: Fred**

- You encouraged and responded well to participants need and question.
- He is great in delivering the process on VGGT arrangement. He also gave me more books.
- He is very good in giving knowledge.
- Command of voice is very good.

## **7. Environment (Training Venue, Accommodation & Logistics)**

- Good.

- I think the accommodation is good because it is so close to the training room. Meals and refreshments are very good, I enjoyed traditional food, I eat much during training and now I am getting fatter.
- The temperature is too cold.
- Air condition was too cold.
- Sitting arrangement is good, encourage more participation and openness.
- Organizer needs to ask the participants to clean up/tidy up the used paper so it is not messy. Papers were like everywhere at the table, just to make it more comfortable for learning.
- Very professional preparation.

### **8. Field work**

- I think we can have more field learning from stakeholders.
- Should have more key informants when we go to field exercise.
- The field trip is so nice, I learned a lot from local people and hotel is also good.
- Better if we can have one more day to interact with villagers
- Due to limitation of language, I feel not satisfied enough. Maybe in the future RECOFTC can provide more attention on providing a good translator or interpreter in focus group discussions.
- The CF has been established well, all they need is only some support from the government.
- Last part of the field visit (wrap up meeting) was a little bit not inclusive (very much in Thai). Not all participants could follow the process.
- Maybe need overnight at the village to get good interaction with the villagers.
- It is very good demonstration for training course.
- For participatory tenure appraisal, the field site should be selected on the basis of a theme that we can learn more issues from.

### **9. Conducive working environment**

- I am in the right organization to apply learning.
- Some of knowledge I can apply to my current working environment.
- Needs adjustment at the local district level.

### **10. Suggestion to improve the training more effective**

- To have in country training.
- We could encourage more participation and respect culture.
- Orientation, including to issues, on overall forest / natural resource management system of Thailand before going to the field
- As it is a training of facilitators, should provide skill in facilitating training
- More/better explanation about the concepts and principles, and if possible backed up by examples.
- More explanation of new concepts and terms.
- Conduct the field trip not only to the CF but also to the government/parliament to know their awareness and their decision making process.
- Introduced other organizations or experts to facilitate us.
- Time for training may be 7 days.
- More attraction
- Each session's key message should provide for more learning
- More time allocation for 10 tenure reform principles.
- Should take note of trainees' idea.
- Take more time and be slow in explaining concept.
- Select field visit that has most issues of forest tenure.

- The training seemed to more focus on tools to analyze tenure, while there was less chance to discuss on other topics e.g. on how to secure tenure rights, experiences, mechanism internationally and nationally.

#### **11. E-learning and e-forum**

- It was helpful to prepare myself to understand in general and make me prepare for technical terms.
- It helps me a lot to learn more about CF forest tenure.
- I can use it to raise questions related to the tools and those that I am still not clear and it enable me to share experience to others.
- I read more about tenure from e-learning before I came here because organizers asked me to post assignments on e-forum.
- Sorry to say that I could not prepare due to my busy schedule in the field where internet was a problem.
- The e-learning is good enough to help us focus on the topic.
- Getting to know the topics and participants.
- Know each other before coming the training.
- I haven't tried it yet.
- We are busy so we can't prepare for training.
- It helps me to share information and know other participants.
- Give a brief picture on who are the participants (background, expertise, etc.)
- Give an overall picture of the contents to e-course.
- To share experience.
- It helped me to understand the concepts of 'tenure' clearly.
- Has given more information on forest tenure and governance concept.
- It gave us pre-idea of subject matter of training and made me prepared for that.
- It helped me to familiarize the topic and get a general picture of the training but difficult to understand the topic and it is too long to follow.

#### **12. Training meets your expectation**

- I need to know practical participatory learning and tools to find out problem and solution.
- It is useful for me to learn about right and forest tenure.
- 60% success my expectation.
- The training meets all my expectation.
- Provided knowledge on tenure and provided some techniques and some tools for analysis (which I was familiar with).
- I think I still need more time to understand VGGT.
- Yes, but expected to be clearer on forest tenure and governance concepts, tools, principles, etc.
- Widen understanding on forest management, conflict analysis as well as collaboration among ASEAN states.
- I wish I could do some action plans more due to my capacity as a government officer.
- I learn more about forest tenure reform, VGGT, tools and how to facilitate the training.
- Gain more knowledge on forest tenure system.
- Learning a lot from concepts to practicing the tools. So, it more or less meets my expectation.
- The training is very useful because forest tenure reform is one of the main issues in our country and region.
- I learnt too many tools from this training, that is my first expectation.
- Knowledge gained from courses is relevant and applicable.
- It gave me a deeper understanding of forest governance and tenure system and facilitation skill.

- It almost fulfilled my expectations by making clearer on the concept of forest tenure and analysis.
- I got about 80% and I need to read more and practice.
- It helped understand concepts relating to tenure and tools for analyzing tenure system.

### **13. Gender issues in this course**

- Yes, sure. It is attended by 10 women participants and my country is well recognized in gender issues that lead my awareness on gender.
- It is adequate.
- This training is very good to have gender balance because we have 10 ladies attended this training.
- Yes, I think gender issues have been adequately addressed at the course.
- Of course yes, but not specially focused. Anyway, gender equality and social equity were discussed as principles as well as issues in practice.
- I think not enough on gender equity in term of tools and how to analyze gender issues.
- Need to do some case study to be aware a gender issues.
- Still as a general issues.
- Gender equally.
- Enough information.
- Gender issues were discussed but no case study to address this issue, perhaps need to also provide example how tenure relate to gender issues.
- Yes, mainstreaming gender to facilitation of natural resource and tenure rights.
- Gender issues have not been covered and 10 principles of governance need to be explained in detail.
- Addressed as required, not adequately.
- Partly, as number of women and men participants were equally represented but in the content it was missing or inadequate.

### **14. Talk to your colleagues**

- It is really useful to work together in multi stakeholder groups, thus easy to formulate action plan.
- I would like to say that I got a lot of experience with them and in exchanging lessons.
- I will share as awareness building about the forest tenure systems to my colleagues.
- The concepts, tools and learning from other countries. All are useful for my work so I will tell my colleagues.
- Tools to analyze tenure and governance in a participatory way.
- The training is very useful for me, I enjoy the learning process in RECOFTC.
- VGGT itself.
- Concept and progress of tenure reform.
- Process of land tenure reform is one highest priority.
- Give another point to view about 'what is forest tenure really about'.
- It will fit for us and useful for our country.
- I will discuss with them about VGGT and tools and its relation to forest tenure reform.
- Principle, tenure concept and tools.
- It is a fruitful learning.
- Yes, related to developing CF as a community based forest management.
- I will share this course as it is very important in our job, mainly tenure analysis tools.
- The concept, tools and the guidelines from VGGT.
- Yes I would, I will share with my colleagues and NGO network and my organization.
- This is good training to understand forest tenure and its related issues.
- It provides basic understanding on tenure and tools to analyze it.

#### 15. Telephone interview 6 months after course

- Mr. Somdet; 081-574-2021, [champee25@hotmail.com](mailto:champee25@hotmail.com)
- I think we should be in e-learning.
- Ms. Lwin Lwin Naing; +95 9203 7853, [lwinlwinnaing@gmail.com](mailto:lwinlwinnaing@gmail.com)
- Ms. Tuti, +62 81299 39 131, [t.herowati@cgiar.org](mailto:t.herowati@cgiar.org)
- Mr. Than Vu, [than.vu@recoftc.org](mailto:than.vu@recoftc.org)
- Mr. Tin Maung Than, +95 9400 425950, [maungever80@gmail.com](mailto:maungever80@gmail.com)
- Ms. Rachanee, 087-237-1152, [rachanee53@gmail.com](mailto:rachanee53@gmail.com)
- 081904098231
- Mr. Diki, +628127407730, [kurniawan.diki@gmail.com](mailto:kurniawan.diki@gmail.com)
- Mr. Bholanath, 9851152655, [bholacofsun@gmail.com](mailto:bholacofsun@gmail.com)
- Ms. Naw Htoo, +95 94500 51728
- Mr. Hong, +84 918289859, [nvhong@cird.org.vn](mailto:nvhong@cird.org.vn)
- Mr. Badri, 01 977 98511 98530, [karkibdr@yahoo.com](mailto:karkibdr@yahoo.com)
- Ms. Thongsavath, +856 20 22243480
- Ms. Warangkana, 085-120-2035, [warangkana.rattanarat@recoftc.org](mailto:warangkana.rattanarat@recoftc.org)

### 3. Self Assessment on Development as a Facilitator

**Self-Assessment of your development in *Strengthening Forest Tenure Systems and Governance*** - We would like you to reflect on your abilities and how you would like to develop them further. Below is a list of attributes to self-assess your competencies for Strengthening Forest Tenure Systems and Governance. Read through the attributes and along the continuum for each of the attributes, **place symbols below** where you think you are at the beginning of the course, at the end of the course, six months after the training and one year after the training. Please clarify the expected learning you wish to get from this course.

**Before:** ○      **At the end of the training:** X      **Six months after the training:** #      **One year after the training:** ^

Attribute	Development of <i>Strengthening Forest Tenure Systems and Governance</i> Knowledge, Skills and Attitudes									
	Very Low			Moderate				Very High		
1) Ability to explain the concept of forest tenure, reform and governance	No general understanding on forest tenure, reform and governance			Limited knowledge on the concept of forest tenure, reform and governance				Can describe to others basic content of on forest tenure, reform and governance		
	1	2	3	4	5	6	7	8	9	10
	<b>Comments:</b>									
2) Ability to understand and apply the concept of forest tenure, forest tenure reform and tenure governance	No prior knowledge about forest tenure, forest tenure reform and tenure governance			Understand the concept of forest tenure, forest tenure reform and tenure governance				Can confidently describe and answer questions about in forest tenure, forest tenure reform and tenure governance		
	1	2	3	4	5	6	7	8	9	10
	<b>Comments:</b>									

<p>3) Ability to describe and apply forest tenure analysis, forest tenure reform assessment and tenure governance assessment</p>	<p>No understanding on forest tenure analysis, forest tenure reform assessment and tenure governance assessment</p> <p>1      2      3</p> <p><b>Comments:</b></p>	<p>Limited understanding on forest tenure analysis, forest tenure reform assessment and tenure governance assessment</p> <p>4      5      6      7</p>	<p>Can confidently describe forest tenure analysis, forest tenure reform assessment and tenure governance assessment</p> <p>8      9      10</p>
<p>4) Ability to conduct assessment for forest tenure and governance by applying participatory approach</p>	<p>No experience in conducting assessment for forest tenure and governance by applying participatory approach</p> <p>1      2      3</p> <p><b>Comments:</b></p>	<p>Designed and delivered related assessment, but with limitation experience</p> <p>4      5      6      7</p>	<p>Capable of designing and using different assessment framework</p> <p>8      9      10</p>
<p>5) Ability to integrate forest tenure, forest tenure reform and governance into development planning processes</p>	<p>Never integrated forest tenure, forest tenure reform and governance into development planning processes</p> <p>1      2      3</p> <p><b>Comments:</b></p>	<p>Planned related forest tenure, forest tenure reform and governance into development planning processes, but with limited framework</p> <p>4      5      6      7</p>	<p>Strongly considered integration and implement forest tenure, forest tenure reform and governance aspects into development planning processes</p> <p>8      9      10</p>

#### 4. Training Agenda

Time	Session / Objectives	Materials / Methods
<b>DAY 0: September 7, 2014</b>		
Arrival of participants and welcome package distribution		
<b>DAY 1: September 8, 2014</b>		
<b>Section 1: Setting the stage for the training</b>		
8.30 – 9.00	Opening and welcome remarks	Context and Importance of the training Introducing the facilitators
9.00 – 9.30	GETTING TO KNOW EACH OTHER	Snowballing
9.30 – 10.30	SETTING THE SCENE Objectives Agenda Expectations – Level 2 Evaluation Group Norms Logistical information	Flipchart – Presentation Flipchart – Presentation Flipchart – Presentation Flipchart – Discussion
10.30 – 1.00	Coffee Break and Group Photo	
<b>Section 2: Forest Tenure Analysis</b>		
11.00 - 12.30	Session 2.1: Forest Tenure Concepts At the end of the session, participants will be able to: 1. Define and explain forest tenure through concepts such as property rights, bundles of rights, customary and statutory rights, right holders, representation, and authority within forest tenure systems; and 2. Argue for the need to analyze forest tenure concepts and illustrate the methods for analysis with examples.	See Page 24 of the manual – HO 2.1 Setting scene: What is tenure / why is it important? Individual drawing and sharing Conclusion and presentation: Common features, Definition of tenure Discussion: Who is a stakeholder? What are the rights – are there trends in how rights are distributed? Realizing rights and sources of legitimacy? Issues urging reform. What needs to be looked at when developing understanding tenure?

12.30 - 14.00	Welcome Lunch At RECOFTC	
14.00 - 15.30	<p>Session 2.2: Forest Tenure Analysis</p> <p>At the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply tools for analysis of stakeholders, rights and right holders, institutional capacity for multi level governance, and for the history of forest tenure</li> <li>2. Link the results of the tenure analysis to the principles of forest tenure reform</li> </ol>	<p>See Page 25 of the manual</p> <p>Discussion: what to analyze in a forest tenure analysis?</p> <p>Identification of key questions for analysis.</p> <p>Introduce the tools for analysis using the PPT in the CD-Rom and flipcharts.</p> <p>For easy coaching during group work, divide the groups into two (1 group with 3 countries, 1 group with four countries), so that one group works with one tool while the other works on another tool.</p> <p>Tenure analysis by country teams and must choose one type of forest tenure to analyze</p>
15.30 - 15.45	Coffee Break	
15.45 - 16.30	Session 2.2 continued	
16.30 - 17.00	Daily feedback and Co-management committee	
<b>DAY 2: September 9, 2014</b>		
8.30 – 9.00	RECAP and agenda Day 2	
9.00 – 10:30	Session 2.2 continued	
10:30 -11:00	Break	
11.00 - 12.30	<p>Session 2.3: Forest tenure analysis – Sharing, discussion of results, and synthesis</p> <p>At the end of the session, participants can:</p> <ol style="list-style-type: none"> <li>1. Reflect on the status of the tenure system, by reviewing the results of the analysis of stakeholders, rights / responsibilities / sources and trends, legitimacy / accountability and representatives, and historical trends of the tenure system; and assess the complexity, diversity, dynamics, and multiple stakeholders and levels of the forest tenure system.</li> </ol>	<p>p.27 of the manual</p> <p>Introduction of the purpose of sharing: Understanding</p> <ol style="list-style-type: none"> <li>1. the complexity of the relationships, and the systems</li> <li>2. the diversity of the systems</li> <li>3. the dynamism</li> <li>4. the stakes and the stakeholders (high, low)</li> <li>5. the demands for institutional capacity at multiple scales / levels</li> </ol> <p>Different countries share their experiences.</p> <p>This will lead into general conclusions for the status of the tenure systems, and for discussion on the reform of tenure.</p>

	2. Discuss the implications from the analysis for the design of forest tenure reform	Understanding the diversity and complexity calls for the adoption of key principles for tenure systems and tenure reform processes Identification of key characteristics of the different tenure systems in Southeast Asia and Nepal
12:30: 13:30	Lunch	
<b>Section 3: Forest Tenure Assessment</b>		
13.30 – 15.00	<p>Session 3.1 Tenure Reform Principles and SWOT</p> <p>At the end of the session, participants can:</p> <ol style="list-style-type: none"> <li>1. Describe the main strengths and weaknesses in the current forest tenure reform process by reviewing the reform process against key principles.</li> <li>2. Explain how their recommendations for strengthening the reform process build on strengths and opportunities, and address weaknesses and threats.</li> </ol>	<p>P. 29 of the manual</p> <p>Part 1: Tenure Reform Principles</p> <p>Based on a review of the key characteristics from session 2.3 trainers share key observations on how these relate to the principles (paper 165). The trainer introduces the 10 principles by asking participants to pair and work on one tenure principle and communicate its meaning by creating posters through cut outs from magazines.</p>
15:30-15:45	Break	
15.45 – 17.30	Session 3.1 Continued	<p>Part 2: SWOT Analysis</p> <p>To organize the key findings of the initial assessment, country teams will use their review of the principles to conduct a SWOT analysis. Participants are tasked with the identification of four key recommendations.</p>
17.00 - 17.30	Daily Feedback and Co-management	
<b>DAY 3: September 10, 2014</b>		
8.30 – 9.00	RECAP and agenda Day 3	
9:00 -10:30	Session 3.1 Continuation	<p>Presentation by country teams using carousel method.</p> <p>Synthesize by linking tenure analysis results and tenure reform, which leads to deeper investigation of the problems</p>
10.30 - 10.45	Break	
10.45 - 12.30	<p>Session 3.2 Problem solution analysis</p> <p>At the end of this session, participants can:</p>	<p>See p. 33 of the manual</p> <p>Groups continue to work in country teams to identify core problem and</p>

	<ol style="list-style-type: none"> <li>1. Explain the process to generate solutions for identified problems in forest tenure reform in a transparent manner</li> <li>2. List some proposed solutions towards an improved tenure system, and better reform process.</li> <li>3. Describe some key principles for moderating discussion in focus groups</li> </ol>	provide solutions
12.00 – 13.30	Lunch	
13:30 -15:30	Session 3.2 ctd.	Sharing of country results Delphi technique Synthesis
15.30 – 15.45	Break	
<b>Section 4: Participatory Tenure Appraisal</b>		
15.45 – 17.00	<p>Session 4.1 Prepare and share field plans</p> <p><b>Purpose:</b> To prepare plans for facilitating analysis with stakeholders, including assignment of roles based on experience and skills.</p> <p><b>Learning Objectives</b></p> <p>At the end of this session, participants can:</p> <ol style="list-style-type: none"> <li>1. Describe how to involve key stakeholders in identifying needs for tenure reform</li> <li>2. Explain methods to elicit stakeholders' opinion and advice in the design of forest tenure reform activities</li> <li>3. Describe how to facilitate deliberation and debate among stakeholders.</li> </ol>	<p>P. 36 of the manual</p> <p>Orientation about the field site, the stakeholders to meet and the schedule</p> <p>Introduce team (mixed teams)</p>
16.30 – 17.00	Daily Feedback and Co-management committee	
<b>DAY 4: September 11, 2014</b>		
8.30 – 9.00	RECAP and agenda Day 4	
9.0 – 10.30	Session 4.1 continued	Simulation exercise of tenure analysis facilitation at village level. Roles for researchers and villagers assigned the day before the simulation exercise Synthesize by highlighting on the facilitation skills needed for tenure analysis.

10.30 - 10.45	Break	
10.45 - 12.00	Session 4.1 continued	Each team prepare for the field. Given the key tenure information to gather (who can access forest resources, under what conditions and for how long, and key recommendations), each team should think and prepare the materials, tools to use, questions to be asked, and organization of the group work. Each group, using Delphi technique, presents its plan and improve it
12.30 - 14.00	Lunch	
14.00 - 17.00	Travel	
17.00	Check in	
19.00	Dinner with key partners	
<b>DAY 5: September 12, 2014</b>		
7.00 – 8.00	Travel to site	
8:30- 9.00	Community forest walk	
9:00-12:00	Session 4.2 Implement Appraisals	Each team to implement the field appraisal plan
13.00 - 15.00	Session 4.3 Sharing of findings	Each team highlights the key findings and share them with the stakeholder groups
15.00 - 18.00	Return to Bangkok	
<b>DAY 6: September 13, 2014</b>		
Group Reflection and Presentation Preparation		
<b>DAY 7: September 14, 2014</b>		
8.30 – 9.00	Recap and Review	
9.00 – 10.30	Session 4.4. Reflection in Training Room At the end of this session, participants are able to: 1. Justify and advocate for community based consultation, planning	Group work to identify key learning from the fieldtrip as related to the tenure and tenure reform situation, the methodology, the role of a facilitator in the field. Identification of areas for personal improvement.

	<ol style="list-style-type: none"> <li>2. Clarify the importance of accountability and representation from the perspectives of the community members</li> <li>3. Reflect on their capacity to facilitate consultation at community level</li> </ol>	
10.30 - 10.45	Break	
<b>Section 5: Tenure Governance Assessment</b>		
10.45 - 12.30	<p>Session 5.1: Strengthening tenure governance institutions</p> <p>At the end of the session, participants can:</p> <ol style="list-style-type: none"> <li>1. Explain why better governance is important for the effectiveness of forest tenure reform activities</li> <li>2. Explain how tenure reform can contribute to more responsible forest tenure governance</li> <li>3. Describe examples of needs, opportunities, strategies and agents for change in the development of more responsible arrangements and practices in forest tenure governance.</li> </ol>	<p>Revisit the training flow and sequencing.</p> <p>Review key messages and principles,</p> <p>Brainstorm on priorities of the reform process (priorities for reform and priorities for process design)</p> <p>Link definitions of governance and definitions of co-governance.</p>
12.30 - 13.30	Lunch	
13.30 - 15.30	<p>Session 5.2: Tenure governance assessment - benchmarking</p> <p>At the end of this session, participants can:</p> <ol style="list-style-type: none"> <li>1. Explain the good practices for forest tenure governance presented in the <i>Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests</i> (FAO); and</li> <li>2. Assess state of current tenure governance through comparison with internationally accepted good practices.</li> </ol>	<p>Participants will use the VGGT as a reference to assess the current state of tenure reform processes</p> <p>The VGGT's are introduced (their structure, organization, and priorities).</p> <p>The process of benchmarking is designed to be from practice to policy: looking at the practices and challenges with the implementation on the ground, the relevant sections are chosen. Each section has a number of benchmarks that can be used for the assessment: how well do we perform for this benchmark? Next, each benchmark can be looked at and an assessment of the performance can be made. The assessment will help prioritize.</p> <p>In this part of the session, the priorities at the level of tenure arrangements (sections 4-6 of the guidelines) are selected.</p>
15.30 - 15.45	Break	

15.45 - 17.00	Session 5.2. Tenure governance assessment – benchmarking (Continued)	Assessment of tenure governance using VGGT: how well does the tenure system and the reform process perform?
17.00 - 17.30	Daily feedback and Co-management committee	
<b>DAY 8: September 15, 2014</b>		
8.30 - 9.00	Recap and Agenda Day 8	
9.00 - 10.30	Session 5.2 Continued	
10.30 - 10.45	Break	
10.45 - 12.00	<p>Session 5.3 Share findings and recommendations</p> <p>At the end of this session, participants can:</p> <ul style="list-style-type: none"> <li>- Explain how benchmarking can assist in improving current practices.</li> <li>- Describe the advantages and disadvantages of benchmarking for strengthening forest tenure governance. Explain and clarify recommendations for improved governance of forest tenure reform processes.</li> </ul>	Presentation per country
12.30 - 13.30	Lunch	
<b>Section 6: Action Planning</b>		
13.30 - 15.00	Session 6.1 Take stock	Take stock of the learnings, and clarify concepts, tools and sessions that need strengthening using fish bowl method
15.00 - 15.15	Break	
15.55 - 17.00	Session 6.2. Prepare action plans	Country teams prepare action plans to contribute to strengthening forest tenure systems and governance
17.0 – 17.30	Daily feedback and Co-management Committee	

<b>DAY 9: September 16, 2014</b>		
<b>Section 7: External Feedback / Seminar</b>		
9.00 – 12.00	Session 7.1 Share & Review Action Plans	Participants will share and discuss general recommendations with regional experts Country participants will get feedback from peers and experts
12.00 - 13.00	Lunch	
<b>Section 8: Training Evaluation and Closing</b>		
13.00 - 15.30	Session 8.1 & 8.2 Informal and formal Evaluation	
17.00 - 20.00	Goodbye Dinner Break and Handover of Certificates	
<b>DAY 10: September 17, 2014</b>		
Departure of Participants		

## 5. Action plans

### Thailand

#### What to do?

- Capacity development on forest tenure reform

#### Why?

- To improve understanding and capacity of staff of Royal Forest Department (RFD) and Local Administrative Organizations (LAOs) to enable them to work and promote forest tenure reform.

#### How?

- Develop forest tenure reform training manual in Thai
  - o Adapt FAO's manual and develop Thai forest tenure reform manual
  - o Organized workshop to consult with stakeholders
  - o Pilot the training
  - o Finalize the training manual
- Organize 4 regional training workshops

#### Who with?

- Target groups
  - o Pilot group – 20 RFD staff from Udonthani Regional Forest Management Office and LAOs
  - o Regional training – 15 RFD staff and 15 LAOs per training
- Organizations
  - o Department of Forest Management- FFKU, Ms. **Rachanee** (R)
  - o RECOFTC – TCP – Ms.**Warankana** (W)
  - o Forest Management Bureau, RFD- Mr.**Somdet** (S)

#### When?

Indicator	What	When	Who	Financial support
1. Training manual in Thai developed	1. Prepare manual 2. Workshop 3. Pilot training 4. Finalize	- Nov-Dec 2015 - Jan 2015 - Feb 2015 - March 20 15	- R, W, S - RECOFTC- R, W, S - R, W, S - R, W, S	- RECOFTC - Budget from RFD
2. 4 regional trainings delivered	North Northeast Central South	From May to July' 15	R, W, S	Develop proposal to RFD, KPI, and RECOFTC

### Cambodia

<b>What</b>	<b>Why</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Indicator</b>
To contribute to promoting understanding of tenure concepts as well as mapping rights and rights holders tools improvement	Build awareness on forest tenure system to FA staffs, local NGOs partners	-Forestry Administration (Central and local) -Local NGOs partners -RECOFTC (CCP)	Tentative: December, 2015	Integrate with CF formulation training course	-Training manual -Training report -Pictures
To speed up CFMP approval by Forestry Administration	CFMP as necessary legal document	-Forestry Administration (Central and Local) -Local NGOs partners -RECOFTC (CCP)	Tentative: Quarter 1, 2015	-Formed technical working group lead by FA including CFs, RECOFTC, and JICA  -Review the existing CFMP guideline and field testing	-Draft revised CFMP guidelines -Pictures
Extension of forestry law	Mainstreaming forestry law to relevant stakeholders	-Forestry Administration (Central and Local) -RECOFTC (CCP)	Tentative: Quarter 3, 2015	-Support extension office to produce leaflets  -Joint distribution in Arbor's day	-Leaflets -Pictures

### Lao

<b>Why</b>	<b>What</b>	<b>Targets</b>	<b>Indicator</b>
- To encourage and improve trainers on rights and tenure -The encourage use of principles of governance	-Initiate consultation who will be trained -Review and develop guidelines -Train to target group -Monitor and analyze training result.	-Province, District, Village. -Organization: DOF, SUFORD, GIZ, LIWG. Faculty of forest. -Trainer: RECOFTC, FAO and others.	- Guideline, Trainer. -14 Oct 2014 commence to meeting and consult with group.

### Viet Nam

<b>What to do</b>	<b>Why</b>	<b>How</b>	<b>When</b>	<b>With whom</b>
Implement a tenure reform system and government assessment in Quang Binh province	<ul style="list-style-type: none"> <li>- 6000 ha of forest have been allocated to communities. However, they have little understanding of tenure and governance</li> <li>- Reallocation of forest land from state enterprise to private sector and communities</li> </ul>	<ul style="list-style-type: none"> <li>- Select site</li> <li>- Develop assessment framework</li> <li>- Implement assessment</li> <li>- Write report</li> </ul>	Quarter 1, 2015	CIRD <sup>5</sup> , RECOFTC, FEREC, Communities in Quang Binh province
Implement capacity building for forest land network (FORLAND <sup>6</sup> ) and government officer at sub national level, SCO, NGOs	<ul style="list-style-type: none"> <li>- Little understanding of forest tenure system and governance</li> <li>- Limited access to and understanding of VGGT</li> </ul>	<ul style="list-style-type: none"> <li>- 2 training for forest land network, NGOs, SCO (5 day each with 25 participants)</li> <li>- 2 training for officer government (5 day/25participants)</li> <li>- Translation of VGGT into Vietnamese, Print 1000 copies, and distribute</li> </ul>	Quarter 2,3 2015	RECOFTC, CIRD, FEREC, CSO, NGOs, FORLAND
Establish VGGT implementation mechanism	<ul style="list-style-type: none"> <li>- VGGT is new and no implementation instruction is available</li> </ul>	<ul style="list-style-type: none"> <li>- Formulate a working group</li> <li>- Prepare TOR</li> <li>- Draft instruction</li> <li>- Review and finalize</li> </ul>	Quarter 3,4 2015 Quarter 1,2 2016 <sup>7</sup>	FEREC, MARD <sup>7</sup> , RECOFTC, CIRD, FORLAND

<sup>5</sup> CIRD – Centre for Indigenous Knowledge Research and Development; FEREC – Forest Economic Research Centre

<sup>6</sup> FORLAND is a professional network on forest land research and advocacy includes different NGOs in Viet Nam (forlandvn.wordpress.com)

<sup>7</sup> MARD – Ministry of Agriculture Rural and Development

Indonesia

What	Who	Why	How	When	Indicators	Partners involved
Training on Strengthening Forest Tenure System and Governance	FMU Managers	The goal is to improve forest tenure system and governance. Since FMU plays a significant role in dealing with tenure issues, strengthening FMU capacity building is essential.	<ul style="list-style-type: none"> <li>- Initial coordination meetings among relevant stakeholders</li> <li>- Identification of participants</li> <li>- Translation of VGGT Principles and Module</li> <li>- Develop training design</li> <li>- Conduct training</li> </ul>	Oct 2014- Sept 2015	<ul style="list-style-type: none"> <li>- At least 25 FMU Managers trained</li> <li>- Translated version of VGGT principles and module</li> </ul>	<ul style="list-style-type: none"> <li>- DG of Forestry Planning (Baplan)</li> <li>- CFET (Pusdiklat)</li> <li>- RECOFTC, CIFOR, WARSI</li> </ul>

Myanmar

What	Why	How	When	Who with
TOT training	<ol style="list-style-type: none"> <li>1. To develop and enhance forest tenure governance</li> <li>2. To build up the capacity</li> <li>3. To strengthen coordination &amp; networking</li> </ol>	<p>5 day – training program with 25 participants from MOECA, line department, CSOs, gender &amp; ethnic groups</p> <p>Venue at Central Forestry Development Training Centre (CFDTC)</p> <p>Request FAO for Translated VGGT, training manual &amp; related documents</p>	December 2 <sup>nd</sup> Week of	<p>4 trained facilitator at regional level</p> <p>Assistance from RECOFT or FAO</p> <p>Funding?</p>
Oversight of the consultation process	To share any idea or concept of tenure governance for land use policy consultation process	<p>Involve in the consultation process</p> <p>Work in the feedback session and develop recommendation</p>	Oct 2 <sup>nd</sup> week	Land Core Group, REC OFTC, SPECTRUM

**Nepal**

<b>What</b>	<b>Why</b>	<b>How</b>	<b>When</b>	<b>With Whom</b>	<b>Responsible people</b>	<b>Indicators</b>
Sharing the concept of Forest Tenure among co-workers	To make a clear understanding of Forest Tenure Concept	Formal and Informal meetings/ conducting sharing of the training	Within October	Colleagues / seniors including DG of DOF	Individual in the respective office	
Sharing the learning CF forestry officials of DOF	To share the concept and our understandings/outcome of the discussions specifically the problem/solution exercise	Inviting them in a meeting and presenting the learning	Within October	Community Forestry Divison	Mr Badri Karki Mr Bhola Khatiwada Mr Bishnu Hari Poudyal	Meeting photographs
Article on forest tenure situation and strengthening opportunities to be published in Kalpa Brikshya ( a regular Nepali forestry newsletter published by DOF)	To share among the students, communities, academics and forestry professionals	Preparing a plan to meet the deadlines of forthcoming issue in December	Within the month of November	Department of Forest Extension section	Mr Badri Karki Mr Bhola Khatiwada Mr Bishnu Hari Poudyal (Joint Article)	Published article
Two articles on forest sector governance and tenure in two daily newspapers (Paschim Daily and TAMAKOSHI SANDESH national weekly)	To disseminate the learning of the training and highlighting the issues to let the public know	Planning and writing in close coordination among the three members (of the Facilitators team)	Within December	Media House	Mr Bhola Khatiwada	Published article
Talk Programme on Forest Tenure Situation in Nepal (Focusing on CF)	To reflect the situation and gather suggestions for improvement	Coordination with Nepal Foresters Association and organize together	By December	Forestry professionals, academia, networks, FECOFUN/ RECOFTC Nepal	Badri K Karki Bhola Khatiwada Bishnu Poudyal	Photographs/ attendance

Internal Governance Assessment of CF institutions	To reflect on the governance situation on CF institutions and make recommendations to concerned agencies or institutions to improve governance	Conducting comparative study of governance in different level of CF institution (Hiring consultants/Planning the study/designing/ execution and reports)	By June 2015	Collaboration with forestry donor agencies and government (if funding is secured from MSFP/RECOFTC / FAO?)	Develop proposal and submit to prospective donors	Study report
Preparation of key highlights message of the guidelines and GESI strategy and disseminate through pamphlets/flex prints	To provide the key messages of CFUG guidelines and GESI strategy to CFUGs/ women groups and marginalized people	Development of message, finalizing the message in consultation with CF division and print the materials. Distribute widely through networks	By April 2015	Collaboration with forestry donor agencies and Government (if funding is secured from MSFP/RECOFTC / FAO?)	GON/ COFSUN/ RECOFTC	Prepared Materials
Orientation training for CF users and user committee members on provision of CF guidelines (capacity development)	For effective implementation of community forestry guidelines	Conducting orientation programme in grassroots level of CF	After May 2015	Collaboration with DOF, CF Division, COFSUN and RECOFTC	Develop proposal and submit the prospective donors	No of training conducted