



Lao People's Democratic Republic  
Peace Independent Democracy Unity Prosperity



**Draft**

# **Training of Trainers (TOTs) Manual for Participatory Natural Resources Management**

**Project on capacity building into law implementation that related to  
Natural Resources in Laos P D R in order to meet Rio-Convention**

**Vientiane Capital,**

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## Back ground

Currently, sustainable natural resources and environment are challenged and prominent issues that still have enlarge conflictions. In Laos PDR the requirement and the use of natural resources are escalating on sequences, rations of using sources: land, forest and water, minings and other natural resources are rapidly increased but meanwhile the management, monitoring and inspecting levels are still in the limit key term, co-ordination between stake-holders who are in charge of and the concerning part are not properly done, the limited issue on natural resources management is: the personal capabilities and the implementation, the adjustment of the law and regulations and roles on management are in various, such as: road construction, hydrow-power, industrial trees plantation garden, rubber-trees, sugar-cane garden, and others in the protected and preserved forest areas. so, allocation management, monitoring the use of natural resources for the social is necessary and urgent, this requires the participation from multi-lateral parts, from the central to the local and through out the communities, management the existing resources are required tools, manual for the implementation. and the essential is required to create the capacity building to the responsible sector in order to subsidy the whole loss of natural resources that may occur in the future.

Natural resources and environment management is the work, which covers in many work fields and not only that, it's still contributed on the obligations of Laos PDR and also to meet the achievement of the international convention(Rio Convention).

Compiling and developing a training manual is to dissemination , developing the context of the laws and regulations that relate to natural resources , environment management by participatory of the people. Being a manual that develops under the project's programmes **NCSAFU**.

## Objective of a manual development is

- To create a training manual by amending and revision from the manuals of communal forest management and bi0-diversity, a manual of dissemination law that concerning to natural resources management, a manual of controlling , monitoring and conflict solutions land use.
- To exchange the experiences and capacity-building to the government staff in the expert level, expanding the work that related to the concerning law and dissemination some context part of the law that relates to the natural resources management.
- To contribute awareness to the people in the project's focus area participatory in the use of tools for management, monitoring the usages of natural resources.
- **To create the trainers for the provincial pilot project in order to conduct the mission collaborating with provincial technical work-team (TWG), the internal consultant of the project on its training mission to the province, district and focal village.**

## Objective and aim of a manual

This manual is aim to create trainers for dissemination and to expand the work on natural resources management, law's context which relates to participatory natural

resources management; be a tool being made for the technicals in various levels from the central to the local for carrying on the training to the concerning part in the future. Be a training manual concerning by using multiple-techniques in natural resources management.

### **Aims**

In order to build capacity-building and the understanding to the technicals, technical-team who interests in work from the central to the local, the aim is to develop and natural resources management in the individual's focal area.

### **Objective**

- In order to exchange on informatic data for natural resources management to response to the cases that might be occurred, and it's an experiences exchanging on the work implementation of sectors and the concerning group.
- In order to supply manuals to the technical or trainers for bringing into use in training to the concerning part and in the project's area.
- In order to make any possibilities and offer any facilities in exchanging the experiences and the advice offered by the technicals, people and concerning person in the activities implementation in the project's focal area.

### **Manual users**

This manual is prepare for trainers or technical in the central level or local especially are the technicals from sectors that require to upgrade their knowledge of natural resources and environment management, concerning to informatic dissemination about law in the field of natural resources management to the local.

This manual is only to assist the trainer in some part for preparing the proper training plan along with the need of the participants and to be the training with its flexible methods, the usage is an adjusting to proper the situation of the training. so, the users should set plan, carrying on the implementation, revision and making any feeding back after the training comes to an end. The most important thing is this training manual can be changeable and adaptable, amendable in order to suite the reality on natural resources management that might be occurred.

Trainers and technicals that are going to use this manual should have knowledge and experiences for transferring the knowledge by using the method of participants' center, referring the method of trainees to be a core of the training by account to participatory method learning. Apart from this, it will be better if the trainers have any working experiences, prior to, natural resources and environment management and allocation.

### **Manual introductions**

Trainers can choose any part or topic in the manual with their proper needs. Trainers can prepare the lessons referring to aim of the knowledge to be given in each

part or topic. For the period of time and knowledge transferring technique that may adjust to its proper but the context should be kept and lesson model because the trainers can use that data comparing with the real experiences of them. Apart from this, trainers may use another tactic training methods, as: playing game and game to make any good atmosphere in order to explain the context of the lesson for better understanding; and to gain highly effective quality ,trainers must prepare games or those activities in advance.

### **Format of the training manual**

This manual is developed by the laws revisions that related to natural resources management, manuals on natural resources management and forest of the community, the tools that used in raising the awareness for protection natural resources and environment. Developing and updating the manual is to launch the capacity-building through the practical training and participatory learning and use the knowledge, experiences and efficient communication to solve the problem.

A training manual is compiled in many processes by frankly opens and offers any opportunities to the trainers for researching from the topic of flexible with multi-participatory trainings . At the same time, steps of conducting the training mission in each time is to have a specific design and it must have the whole work connection depending on the manual development.

Steps of the training is consist of:

- Objective of the training
- Necessary tools for training
- Period of time that will be used in the training in each topic
- Preparation for the training for each of the topic
- Activities and training steps
- Revision evaluation and and linking to another topics
- topic and issues that the trainers should consider before setting of the training.

Determination of the time for the training in each period of time of this manuali is to determine by referring to each of the topic; How ever, trainers can adapt the time to be shorter or longer by consenting with the requirement of the participants and real situation; Some of the period is to take a longer time, some of the period is to take a shorter time or combining to be a same period of time or some occasion is to invite the trainees to assist for presenting the details or data for some of the specific ideas that they have.

Explanations for the specific theories or some kinds of science or other important issue concerning to the policy is to point out clearly details of the explanation when finding out that it comes to an important part. A trainer should not explain only oneself alone, opportunities should be opened for the participants to share their ideas in all of the times. And , it should always be considered as the training mission is referring to have ideas sharing and learning by using trainees as a core center.

### **Structural of a manual**

This manual is developed and compiled from the context's revisions amongs the manuals, a law manual that concerning to natural resources and environment management.

In the process of making this manual ,the compiler has tried to use his effort by using words and expression language that enable to make an easy comprehension.

**Apart from the preparation part, this manual is divided into 6 main parts:**

Part 1 : begining the training

Part 2 : Policy, law and situation of natural resources and environment management in Laos PDR under the Rio-Convention.

Part 3: Laws that related to Natural resources management in Laos PDR

Part 4: land use management and monitoring on land

Part 5: Communal forest management and production of the forest

Part 6: Conclusion and training revisions

## **Preparation for the training**

As we have been known that in general, before, holding the meeting , the functions to be prepared is:

- topic determination, context, topic is presented by the trainer, manual or documents for the trainers, documents to be used in evaluation and report.
- Set date, time, venue, budget, equipment ກຳລັງ and tools that will be used in the training.
- Set the amount of the participants, invitation cards being sent, co-ordinate with the trainers, trainees, divided the responsibilities among persons in the team.
- Meeting room preparation, equipment for using and another facilities.

Determined time of the training in this manual is 04 days (not included the time for study-tour in the site). So, the trainers should always in the position of that are always ready to act, prepare the important context so the participants have opportunities to learn as much as they can. The basic important is to pay close attention to and additional considerations , as:

- Table of the training must suitable with time schedules and consent with the participants' requirement.
- The trainers must understand deeply the context of the topic in the manual as : for instance, case studies, because improvement may be done and development for consenting with the realities situation of the locals.
- topics or the important structure is to write down on the big piece of paper, this should be ready done at first, it should be attached on the wall or board or in some point of the meeting room in order for easily access and findable; the document with the presentation part that use the computer, which should be put in sequence with the topic schedules in the time table.

**Agenda of the training meeting concerning to participatory natural resources management at..., district..., province..., time, month, year:...**

<b>time/day</b>	<b>Topic to be described</b>	<b>Responsible person</b>
<b>day 01: date, month, year...</b>		
08:00-08:30	registration	Working-staff for holding a meeting
<b>date 1: Agenda for officially opens a training meeting</b>		
08:30-08:40	Welcome speech, training introduction, the meeting aim speech	Mr ...
08:40-08:50	Officially opens speech	Chair-man of the meeting
08:50-09:55	Training agenda presentation, participants and expectation of the participants and co-operation to set out the meeting's regulations	Mr. ...
09:55-10:00	All meeting participants take one whole photo	Working-staff for holding the meeting
10:00-10:20	Break time	Working-staff for holding the meeting
<b>part2: policy, law and issue of natural resources and environment management in Laos PDR under Rio-convention</b>		
10:20-12:00	Frame-work on policy and major issue in natural resources and environment management in LAOS PDR. -Out-line the problems, problem analysis from the basic pressure and the effects that occurred in Laos PDR including the central and local levels) (Climate change, declining nutrition land and the threaten to bio-diversity).	Mr ... and participant
12:00-13:00	Lunch	Working-staff for holding a meeting
13:00-14:00	Impact from climate-change in the local	
14:00-15:00	Declining of nutrition land at the local	
15:00-15:20	Coffee break	
15:20-16:20	Impact from bio-diversity loss in Laos PDR	Mr ...
16:20-16:30	Revision for 01 day	01 group
<b>day 02: date ...</b>		
08:00-08:30	Registration	Working-staff for holding a meeting
08:30-08:40	Lessons revision 01 day and meeting's agenda 02 day	02 group+ participants
08:40-09:40	Natural resources management and sustainable development	Mr ...
9:40-10:00	Break	
<b>Part 3: Manual presentation questions and answers and Photo (poster) for the use of essential law</b>		
10:00-11:10	The understanding about law that related to natural	Mr ...+participant



	resources management, conversation on questions and answers manual and poster concerning to (forest law, environmental protections, soil, water resources and wild-life,...)	
<b>part4: land use management and monitoring concerning to land</b>		
11:10-12:00	Land management and land use planning in laos PDR	Mr ...
10:00-10:20	Lunch	Working -staff for holding a meeting
13:00-13:30	Land management and land use planning (continued)	
13:30-15:00	Comprehension on conflict, situations and conflict matters about land and land conflict solutions	Mr ...
15:00-15:20	break	Whole participants
15:20-16:20	Monitoring, collecting the land confliction	Mr ...
16:20-16:30	Conclusion 02 day	02 group
<b>ມື້ທີ 03: ວັນທີ...</b>		
<b>ພາກທີ 05: communal forest management and forest's products</b>		
08:00-08:30	registration	Working-staff for holding a meeting
08:30-08:40	Revisions of the meeting's result on 02 day	03 group+ participants
08:40-10:00	Communal forest management, productions of the forest and bio-diversities and building up participatory monitoring system	Mr ...
10:00-10:20	break	Working-staff for holding a meeting
10:20-12:00	Evaluation of various kind of productions in the forest and bio-diversities	Mr...
12:00-13:00	Lunch	Total participants
13:00-14:40	Creating map in the categories of land and forest use	
14:40-15:00	break	
15:00-16:20	Land borders delineation and forest in order for monitoring production of the forest and bio-diversities	Mr ...
16:20-16:30	Conclusion 03 day	03 group
<b>day 04: date...</b>		
08:00-08:30	Registration	Working-staff for holding the meeting
08:30-08:40	Revision the lesson learnt	04 group + participants
08:40-10:00	Conducting the monitoring and productions of the forest management	Mr ...
10:00-10:20	break	totalparticipants
10:20-12:00	Participatory in the development of regulations on productions forest management and participatory bio-diversities	Mr...
12:00-13:00	Lunch	Working-staff for holding a meeting
<b>part 06 : Conclusion and training evaluation</b>		

13:00-14:40	Revision the previous training evaluation	Mr ...
14:40-15:00	break	Working-staff for holding a meeting
15:00-16:20	Training evaluation	Mr ...
16:20-16:30	Closing the meeting	Chair-man

## **Part 1: beginning of the training**

### **1.1 Initially opens the training**

There are many factors that can effect to transferring the knowledge and the effective of the training. So, Making a good atmostphere which facilitate to about learning is a basic factor of an effective training. Beginning the training is composed of: opening ceremony , presenting the name of trainers and trainees , management and venue, and tools use in the training.

Opening the training may be done in officially or unofficially is acceptable. Friendly atmostphere between trainers and trainees and among the trainers themselves are very important. The presentation is designed to present making the atmostphere and environment of the training by officially opens the ceremony. Stages introductions, Responsibels are provided to each person of the trainers and trainees so each of their functions are important and can not be missed.

#### **Objective**

Opening ceremony and presentation on the training

- Officially open the training
- Oneself presentation to the trainers and trainees to get familia to each other
- Knowledge testing of the participants before the training that will be an important information for future monitoring and evaluation.
- Interested point should be known and the expectation of the participants and compare to the objective of the training.
- Present the training's plan by plus.

#### **Time**

1 hour 30 minutes

#### **approach**

Presentation, dialogue, questions and answer or divided in to big-group.

#### **Usage tools**

Fabric made posters which stated the topic of the training, date, places, for the training facilitator, co-partners, manual and and additional documents and white board to the trainees, stationaries, evaluation form before the training, big pieces of papers, Markers, name cards and others.

## **Preparation**

Please be sure that these following equipment are ready prepared:

- Stationaries for office uses for the trainees including writing utilities as (books, pens...), agenda of the meeting, programme, name list of trainers and others
- Fabric poster made, stated the topic of the training is already hung.
- Preparing the initial expectation format evaluation before the training and some documents to explain the purpose of the training.
- Another equipment such as additional documents for reading is already printed out and the copies papers are already made that will include some amount of foreign language documents to be used if there's any necessities.

## **Activities**

If the training is officially be held, it requires to invite the chair-man in advance. If the chair-man can not atten the meeting because of or any other emergency occured, so the work-team should prepare ahead the second plan and the repretative of the chair-man is going to have an invitation for offering an opening speech ceremony.

### **activities**

- Welcome speech to the whole participants and the invited persons on behalf of the persons who set up the the training.
- It is very necessary if officially opens so the chair-man is going to invite for opening speech.
- Trainees are going to introduce themselves one by one, trainers may find other proper tactics, so ,they can introduce themselfe friendly.
- The trainees are offered to write their names for an introduction, as : (Names, residence, experiences) and comprehension on the issue of natural resources management then write on the papers and tell them to read the explanation in those papers.
- To distribute 2 pieces of hard papers to the trainees and and also write down the expectation from their participants in training. Collect all those papers and attach them to the board and also sum up the expectation from the participants.
- To present the objective of the training and linking to their expectation. Additional explanation (training-frame ) not cover the context.
- Time determination and plan in the training's conversation.
- To distribute the format for understanding evaluation before the training starts and it takes about 20 minutes to answer. To offer an assistant for the trainee who doesn't understand or need an introduction (the details format please look at format 01).
- The trainees in each of their group, their representative should be chosen in order to be a co-ordinator or daily observes to evaluation daily report and also

leading them to change any atmosphere, exercises or to stretch their bodies and others.

## Evaluation format 1: format of informatics comprehension before the training

### 1.1 Data of the trainers

Part 1: personal data

General informations		
1	position	
2	name & family name	
3	sex (circle around)	1=male ; 2=female
4	age (year)	
5	Highest education level (please circle around)	1= secondary school; 2= poly-technique/specific field of subject study at school 3= Diploma; 4= bachelor degree or equivalence to 5= master degree and 6= Doctoral degree
6	organization/work-unit	
7	Avenue/district's no/ province/postal cost	
8	telephone	
9	fax	
10	email	
others or remark (If there is any)		

part 2: organisation's data and responsibilities

2.1: organisation types? (please circle around the appropriate number below)				
1	Sectors of the State (1=central, 2=province, 3=center, 4= unit, 5=district, ...)			
2	Other organisation			
3	university			
4	Net-work/fund			
5	Enterprise			
6	Non-government organisation (international organisation)			
7	others (please stated)			
2.2: Major functions of your organisation? (please sequence the priorities 1 to 4, you can choose more than one number)				
functions	Level 1	Level 2	Level 3	Level 4
1	Forest resources management			
2	Water resources management			
3	Land resources management			
4	Mineral resources management			
5	Bio-diversities resources			

	management				
6	Research and analyse on natural resources management				
7	Policy and law dissemination				
8	Natural resources allocation and management				
9	Capacity-building				
10	Community development				
11	Agriculture promotion & people liveli-hood				
12	<b>Others (Please stated)</b>				

**2.3: What is your major responsibilities? (please circle around the proper number below, you can choose more than one number)**

1	Understanding the overall situations on allocation, management and forest management
2	Understanding the overall situations on allocation, management, and land management
3	Training and capacity-building
4	Research and technically analyse
5	Responsible for agricultural and forest promotion
6	Project co-ordination
7	Technical promotion on environment
8	<b>others (Please explain)</b>

2.4: Have you read the data and documents that concerning to the training? (please circle around the proper number below, if you have already read please answer 2.5 & 2.6)	Already read = 1	Not yet = 2
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**2.5: how do you expect this training will assist your work? (Please circle around the proper number below, you can choose more than one number)**

1	It 's an approach to assist the sustainable resources management and to offer a new data
2	To assist for understanding the usable issue and the law enforcement in the national and local levels
3	Will assist the policy maker determine the direction in order to monitor and solves the conliction concerning to the land
4	Will assist the policy maker to find out the way assisting the minorities on managing the forest and follow the use of forest's productions and bio-diversities.
5	To make capacity-building for holding the training and carries on to make capacity-building to the focal group in the project's focal areas
6	To increase capacity-building for setting up training plan
7	To improve working management and carries on the implement project
8	To gain new knowledge to assist the development of the new project
9	To promote and assist the minority peoples' priorities whose lively-hood depend on the natural resources
	others (please explain in details)

2.6: Can you expect to the period of time that will implement those above work?  
(Please circle around the proper below number, you can choose more than one number)

<b>1</b>	In next 3 months
<b>2</b>	6 to 12 months
<b>3</b>	More than 12 months
<b>4</b>	Don't know

**Part 3: Basic knowledge about participatory natural resources management**

<b>3.1</b> Have you ever heard and used the tools for natural resources management ? (Please circle the proper number below that you think it is suitable ?)	ever = 1	no = 2
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<b>3.2</b> Have you ever participated in the training\conversed about natural resources management in the previous years?	ever = 1	no = 2
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If ever, please put the name of the training concerning to the forest and natural resources management (from now to the past)

No	Topic's name of the training	Amount of participants
3.2.1		
3.2.2		
3.2.3		

3.3 Other advice that you have to add?

.....  
.....  
.....

**1.2 The basic understanding of you before the training**

**part 1:** questions about training context (Please put mark (X) or ✓ to be your answer in each topic)

**1.** your understanding about :

Context concerning to the training	Knowledge level (please tick depends on the appropriate )			
	Know and can explain	understand but can not explain	Ever heard but not explain	Never heard
Situation and issue natural resources management				
problem and the impact from the climate change				
problem and the impact of nutrition land declining				
Impact and loss of bio-diversities (extinction)				
Concept on sustainable				

development				
Lawon natural resources management				
Law dissemination through posters and photos				
Policy on land and problem about land management in Laos PDR				
Conflict matters and situations on land conflict				
Land conflicted solution				
Land use planning				
Monitoring , collect the issue on land disputative				
The products of the forest and its benefit				
Evaluation multi-productions of the forest				
Mapping land use types and village's forest				
Land areas determination and forest for monitoring the productions of the forest and bio-diversity				
Monitoring and productions of the forest and bio-diversity				
Participatory in developing regulations on productions of the forest management				

**2. Management , controlling natural resources, who is the person who responsible for this? (Multi-per-choice answer)**

- 1. Government officers
- 2. Policy-maker
- 3. local community
- 4. Total above

**3. who is the owner of the resource?(Many answers can be chosen)**

- 1. government
- 2. Personnel
- 3. people
- 4. Don't know

**4. who is the owner of productions's benefit from the forest?(many answers can be chosen)**

- 1. government
- 2. personnel
- 3. people
- 4. Don't know

**5. who is the person to monitor the land use?(many answer can be chosen)**

- 1. government
- 2. personnel
- 3. people
- 4. Don't know

**6. who is the person to preserve bio-diversity?(many answers can be chosen)**

- 1. government
- 2. personnel
- 3. people
- 4. Don't know

**7. social is divided in to classes by depending on social-economic and politic most of that has impact to the usage and how to protect the the natural resources?**

- 1. know and be able to explain
- 2. Understand well but can not explain
- 3. Only hearing and can not explain
- 4. Have never heard

**8. Differences in social-economic, the usage and the protection of natural resources how has it impact to the dividend of benefit?**

- 1) Response various opportunities to the different group of people
- 2) Cause any gaps to use a power
- 3) Cause to get existing benefit lesser and the least
- 4) All in above

**9. Do you think how tools use for natural resources management will make advantage? (many answers can be chosen)**

- 1) Directly to the people
- 2) To the government
- 3) To the social organisation
- 4) Don't know



## **Part 2: policy and situation participatory natural resources and environment in Laos PDR under Ri-convention**

In this part, we will learn about basic policy, situation and the prominent issue on natural resources management in Laos PDR. Situation and issue on climate change, declining of nutrition land, loss and threaten to bio-diversity. Participatory concept of the people and the concerning part in problem solution, decrease the impact occurred.

### **Objective**

- Clearly understand to the participants about the basic knowledge of natural resources and environment management in Laos PDR and the problem to occur is measured.
- Make clear understanding about the climate change, the ability to measure the impact to occur and the basic policy to adapt and decreases the impact occurred.
- To make basic understanding for analyse the cause and the impact of the declining nutrition land, the approachment for protection and to solve the basic declining nutrition land.
- In order to deeply understanding the bio-diversity, the threaten to bio-diversity and basic approach in bio-diversity protection.

### **The most important topic in this part is**

2.1 Policy, law, situation and prominent issue in environmental management in Laos PDR.

2.2 Climate change and directions in an adaptation and reduce the occurred impact.

2.3 Causes and declining nutrition land basic approach to solve declining nutrition land issue.

2.4 Bio-diversity loss and bio-diversity protection

### **2.1 policy, law, situation and prominent issue in natural resources management issue in Laos PDR**

#### **Back ground**

Now, Laos PDR is bringing into use and implementation the policy, plan and projects in order to sustainable use the existing natural resources . but from the real mission of the implementation there occurred a lots of problems from natural resources and environment management, especially is the problem concerning to inequality in the use of natural resources between the concerning parts and the loss of natural forest area, the declining of the forest and capable loss in absorbing carbon. Land use turn out with unsustainable characteristics, unnutrition land, aquatics living-areas is destroyed, wild-life in natural and the loss and decreasing in quantities of bio-diversity, condition, climate change such as flood, drought. Apart of this, another environment issues that,now, Laos is still faced are: declining of reservoir (water-shed) river, sanitation

from waste water from the district, which its low deficiency, water flood over the berms of drainage canal, water-sanitation distribution and hygiene in the rural area and pollution from the industry.

## **Objective**

### **In final part the participant will able to acknowledge:**

- acknowledgement and determine the problems and cause of natural resources was destroyed in Laos PDR.
- To explain experiences, problems and the impact from the management that occurred in one's rural area and the effect of unsustainable use of natural resources.
- Be able to stress on the loss and impact that were happened from the extraction and unsustainable use of natural resources
- The relation of the use of natural resources in one's rural area with 03 Rio-Convention.

## **Time**

1 hour 40 minutes

## **approach**

To explain documents in general preparation use the existing documents, the real action in the rural is chosen, raising-awareness, group-work, discussion and presentation.

## **Necessary equipment**

Big pieces of papers, small pieces of papers, scott-tapes and other...presentation report power-point,

Concerning documents or equipment in kind of communication, computer and LCD Projector.

Additional teaching document 1: Prominent issue on natural resources and environment management in Laos PDR (presentation 01),

## **Preparation**

- To provide the concerning documents to present to the trainees
- To prepare the presentation into LCD summary up data concerning to the best policy, situation and issue on previous natural resources were destroyed.

Raising the weakness from deficiency of natural resources management . in this part, the issue should be raised or case study should be added.

- The existing data should relate to the current data, including the problem that happened in the local of trainees that can bring out as example and make a conversation.

### **Activities**

- To explain the objective, time-frame and approach in this part.
- To ask participants concerning to the State's policy that relates to the natural resources policy
- To converse with participants about the situations and prominent issue about natural resources management.
- To present the documents concerning to the issue of natural resources management.
- To ask the participants about what do we understand about the documents that already presented
- To request to the participants to write down on the small pieces of papers at least about some evidents or example from the trainee's local concerning to the sustainable use of natural resources.
- To stimulate participants to have participatory in questions and answers and explain.
- To divide trainees into 3 groups in order to converse about natural resources management that linking to climate change, bio-diversity.
- To allow each group making conversation , write down on the big pieces of papers, then the representative of each group present to the training.
- To link the presentation in each of the group then exchange the result of the presentation issue about natural resources management and 03 conventions.
- To record the result from the questions and answers before closing this part.

### **Re-estimation**

Re-estimation about this part according to the below questions:

- How does the natural resources management in Laos ?
- What are the factor and pressure to the natural resources in Laos?
- How does the natural resources management relates to Rio-Convention?

### **In conclusion**

Sumary up the prominent issue at present time of natural resources management is concerned the climate change, declining of nutrition land and direct loss of bio-diversities.

### **Linking to the next part**

In overall situation, natural resources use within Laos is not sustainable assuring, a lots of natural resources are destroyed which causes from the factor of the mechanical management, setting the policy and to make the tools on management and practical of 03 Rio-Convention. In order to the prevent the existing natural resources from any loss, slow down the impact to the natural resources when comparing to the past and the impact to the climate change. and preparing to fight with climate change and its impact. Participants should understand and be able to analyse whole impacts from the climate change and to prepare on adaptation and to decrease the future impact.

## **2.2 Climate change and adaptation directions and to decrease the following impact**

Now, the causes of an increasing the world temperature is from the action of man-kind destroying natural environment, that was the cause of climate change. At current, climate change causes the impact to the man liveli-hood, the following impact is various. so, comprehension and learning the situation of the climate change is important to the participants.

### **Objective**

At the final of this part the participants will be able to understand:

- To understand the situation of the climate change that occurred in the trainee's local area, and
- To explain the problems, causes and the impact of climate change that reflect to the liveli-hood and the concerning sectors.

### **Time**

01 hour 00 minute

### **Approach**

Brain-storm, present the result or offer a commend, achievement display, to converse

To read an additional document that has already prepared, the real occurrence from the local is chosen, brain-storm, group-working and discussion and presentation

### **Necessary equipment**

- Board, marker, big pieces of papers, small pieces of papers and scott-tape
- documents or concerning propaganda, power-point presentation and computer LCD

**Additional documents for training 2: Climate change and trend of adaptation and decrease the occurred impact (presentation 02 and additional documents for reading as being an additional lesson who has special interest 02).**

### **Preparation**

- Preparing the concerning document to present for the training participants
- Preparing a presentation text into LCD sum up data concerning with the changing of temperature and the sample impact in one another local area.
- The existing data must be the data on time concerning to the changing of temperature, especially is the issue the whole world keep on eyes at and keeping on conversing.
- Preparing and provide the tools including the concerning documents

### **Activities**

- Explain the aim, time-frame and approach in this part.
- If participants understand the differences between temperature and climate.
- Explain about the climate change
- If the participants understand about the previous presentation?
- Presentation on overall impact from climate change.
- Divide conversation team into 4-5 teams (according to the amount of participants) then introduce the participants to write down on the big pieces of papers to the specific impact of the climate change to sectors and present the adaptation techniques in order to reduce the impact such as: Agriculture and food security, forest, water resource, bio-diversities resources and natural land area.
- To stimulate participants to participate on brain-storm and explain.
- After the conversation is to offer each of the team sending the representative of each team to present and explain the result of conversation within one's group.
- Linking to the presentation result about the impact and solution tactics and mix a result within whole group then exchange with the big group, or additional idea of each group.
- Record the result from questions and answers before open this part.

### **Re-estimation**

Re-estimation in this part and to act according to the following questions:

- The occurrence and what is important to the climate change situations?
- What is a major cause of climate change?
- What is the impact from the climate change to the sectors?

### **Conclusion and linking to the next part**

Now, the climate change is one of many issues that bring to discussion in sectors such as: development, social-economic and policy. Temporarily changing and normal climate change is called weather situation, the changing by depending on the average calculation of data collection about climate situation in the long term more than 10 years (at least 30 years) that is called climate situation. The impact causes from climate change is clearly seen that, as: the occurrence of flood, drought and land-slide in some high area. For example in 2011 there was a flood and land-slide in many districts of Xiengkouang province, Vientiane and Sayabouly provinces which causes the properties and people loss that calculated in many hundred million kips loss. On the contrary, there are still drought in many of the areas in long term or the rain doesn't occur in its right season which heavily effect to the rice production in raining season of the people and the spreading of caterpillar diseases. Not only effective from the climate change, but improper land use in those vulnerable areas is one of the cause decreasing unquality land and declining nutrition land. And the last ending the speech in this part brief stated and will make conversation about declining nutrition land in the next part.

**(Remark:** The conversation on manual training is only a part of the conversation concerning to only climate change. so, If require to build strengthening building to the personnel in this field is required to set a training in short and long terms. Specifically through the training course about the climate change)

### **2.3 Cause and problem on declining nutrition land and basic approach about solving declining nutrition land issue**

#### **Back ground**

Now, there are many vulnerable areas to have declining nutrition land because of the land use inappropriately referring to the technical advisor, many of the forest land are intruded and those land are turned to grow one kind of crop in a long run, especially are: rubber-trees, oil, casava, maize...apart of this, the only land area that being a meadle, high-land forest and the area that grow dry-season rice is an also land area with low quality soil and trend to be declining nutrition land.

#### **Objective**

##### **At the final of this part the participants will be able to acknowledge:**

- To explain the situation and the cause leading to be declining nutrition land,
- Be able to explain and determine speculations and basic technique to solve declining nutrition land issue.

#### **Time**

1 hour 00 minute

## **Approach**

presentation, questions-answers dialogue, brain-storm, group divided conversation.

## **Necessary equipment**

- board, marker, big pieces of papers, small pieces of papers and scott-tape
- Documents or concerning propaganda, presentation using power-point, computer or LCD

## **Additional documents 3 : causes and declining nutrition land issue, basic directions to solve declining nutrition land (presentation 03)**

## **Preparation**

- Preparing the concerning documents for presentation to the training participants
- Preparing the presentation to LCD sum up data and sample concerning to declining nutrition land area, causes, impact and experiences, basic approach for declining nutrition land solution.
- preparing and providing utilities including concerning documents if there is any

## **Activities**

- To explain the objective, time-frame and approach in this part.
- To ask the participants about the meaning of declining nutrition land, declining nutrition land area in the local of the participants.
- To raise the case study leading to declining nutrition land and the impact of declining nutrition land
- To converse and answers the questions concerning to approach and tactics for declining nutrition land solutions, experiences of the local for declining nutrition land solutions.
- If there's an enough time, the conversation team is divided into 4-5 teams (Referring to the participants) then introduce the participants to write down on the big piece of paper concerning to tactics how to decrease declining nutrition land in each cases, as: land lack of nutrition, changeable land structure, soil being washed and nutrition has gone away from land, acid-land and the ground of the soil is tightening.

- To stimulate the participants to participate on offering idea and exchange experiences for solution in the local that practical has been done in the past.
- After any conversation has been made , so each team has to send the representative of theirselves to explain the conversation's result within the group.
- To record the result from the questions and answers before closing this part.

### **Re-estimation**

Re-estimation in this part must act according to the questions below:

- What is the characteristics of vulnerable land area and trend to be declining nutrition land ?
- What is a basical technique for declining nutrition land solutions?

### **Conclusion and linking to the next part**

Declining nutrition land in each area is differ from one another but the major case leading to declining nutrition land is from the policy implementation, turning and land use for economic benefit. Vulnerable major areas in Laos are meadle areas , one kind of crop production area, especially, is ,trees slash and burnt forest for cultivation . Turning land for doing another purposes, apart from the causes that leading to declining nutrition land, also cause the bio-diversity to be changed, the habitats of aquatics-wild-life to be changed and be isolated and cause the impact to the liveli-hood of bio-diversities in the mentioned areas.

## **2.4 Bio-diversities protection and loss**

### **Back ground**

Lively species that live together has its differ from breeding with its charateristics and differ in its values. Productions that called are made from bio-diversities are great valuables to the liveli-hood for minority people, especially, are : use for foods, clothes, shelters, energy and medical, being a place for learning and research on science. And apart from this, there has still valuable on environment, for instance : creating a balance on bi0-diversity system, assist to adjust the atmostphere exchanges. At present, the increasing of the man-kind populations, the requirement on consumptions are escalating, social-economic development, and the conflict issues in the society is the major cause that led to have bio-diversities resources threatened and impacted, some species were extinct and many species are decreasing day by day.

### **Objective**

**At final in this part the participants will be acknowledged:**

- Can explain about roles and the important of bio-diversities to the man and environment



- Can explain and identify relates to the destroyed of bio-diversities,
- **Be** able to understand the threatening to bio-diversities and policy on protection and bio-diversities preservation.

### **Time**

1 time 00 minute

### **approach**

Presentation, questions and answers dialogue, brain-storm, divided in group-conversation.

### **Necessary equipment**

- board,marker, big pieces of papers, small pieces of papers and scott-tape
- documents or concerning propaganda , power-point presentation, computer and LCD.

**Additional documents 4 : bio-diverities loss and bio-diversities protection presentation 04 and additional documents for reading 04 from the project cooperative development curriculum of national universities and wild-life protection organisation for Laos PDR.**

### **Preparation**

- To prepare concerning documents for the presentation to the training participants.
- To prepare the presentation into LCD sum up data and sample concerning to the meaning of bio-diversities, the advantage of bio-diversities, the threatening to the bio-diversities and direction for protection, bio-diversities protection.
- To prepare and provide the utilities including the concerning documents if there is any .

### **Activities**

- To explain the objective, time-frame and approach in this part.
- Participants to the meaning and the important of the bio-diversities in the local of the participants.
- To converse and raise the case-study concerning to the use of bio-diversities resources and the bio-diversities that are, now, destroyed.
- To converse , questions and answers about approachment and experiences of the local in the protection and bio-diversities preservation.
- Conversation team is divided into 3-4 teams (referring to the amount of participants) and introduce the participants to write down on the big piece of

paper about the management and bio-diversities protection, as: impact analysis and the threatening to bio-diversities, development plan for bio-diversities protection.

- To stimulate the participants to participate for offering the ideas relates to protection-work, the local has previously been practiced.
- After the conversation has been done, so each team has to send the representative of oneself and present and also explain the conversation's result in oneself-group.
- To link the conversation with one another group together.
- To record the result of questions and answers before closing of this part.

### **Re-estimation**

Re-estimating in this part the question must conduct as the below here:

- What are the benefit and the important of bio-diversities?
- What are the impact and the threatening to bio-diversities in your local?
- How will you participatory in bio-diversities protection?

### **Conclusion and linking to the next part**

Preservation and bio-diversities protection is a challenge work, It is a great necessities for the incharged person to study and detail analyse to the existing bio-diversities, to understand the issue, the cause that impact to and threaten directly and indirectly to bio-diversities. Protection requires participation from many parts, Including people that make for a living relates to bio-diversities in the area including the management mechanism, raising awareness to the concerning part, existing regulations and laws enforce to use.

(Remark: Bio-diversities preservation is a work that takes time to understand and there are many specific training curriculum. Conversation in this manual is only a few context. so, persons who are interested in and responsible persons for this should enter to study and receive the training for this specific curriculum).

## **2.5 Sustainable development concept**

### **Back ground**

Natural resources management, decreasing and adaptation with the work of the climate change, resisting on declining nutrition land and bio-diversities preservation is a mission that relates to parallel social-economic development. Nowadays, the development is to keep eyes on different point of views, linking and to create having a ballance between social, economic and environment.

### **Objective**

At the final of this part the participants is going to acknowledge:

- To explain to sustainable development concept,
- To understand and to explain stepping forward to sustainable development.

### **Time**

1 hour 00 minute

### **Approachment**

Presentation, questions and answers dialogue, brain-storm, conversation is divided in group to practice

### **Necessary equipment**

- board, marker, big pieces of papers, small pieces of papers and scott-tape
- Document or concerning propaganda, power-point presentation , computer and LCD

### **Additional documents 5: Concept of sustainable development (presentation 05)**

### **Preparation**

- To prepare about concerning documents for presentation to training participants
- To prepare the presentation into LCD about background, concept and meaning of sustainable development.
- To prepare and to provide usable tools including concerning document if there is any.

### **activities**

- To explain the objective, time-frame and approach in this part.
- To ask the participants about meaning of sustainable development.
- To converse and to point out the effort to step forward to the “word” sustainable development.
- Conversation team is divided into 3-4 teams (according to amount of participants) then introduce them to write down in the big piece of paper about: imagination and sketch out sustainable development in the province or district of the participants.
- To stimulate the participants participate to point out their ideas concerning to sustainable development.

- After the conversation comes to an end then each of the team must send their representative to present and explain the conversation's result within one's group.
- To link the conversation of each group together and go to the details of conversation about the key structure in economic, social, environment in the areas or the local of the participants.
- To record the result from the questions-answers before closing this part.

### **Re-estimation**

Re-estimation in this part must act according to the below questions:

- What is the sustainable development concept about?
- What do you think is an important key for having a sustainable development?

### **Conclusion and linking to the next part**

Sustainable development concept is the most important, it to present the ideas to the participants for considering to, when creating the social economic development plan of their local parallel with environmental protection work..

## **Part 3: laws' tools that related to natural resources management in Laos PDR**

### **presentation**

Now, Laos PDR is in the process of developing, promotion and manage the existing natural resources with many laws, such as : Land law, forest law, environment law, aquatic-wild-life law and any other laws. Bringing in to use and develop the context of those laws through many activities, especially, is propaganda through T.V (posters, questions-answers conversation concerning to the context's laws, including summary up of a manual.

### **Objective**

At the final of this part the participants will be able to acknowledge:

- To explain some point in the context that is stipulated by laws, which concerning to natural resources management.
- To comprehend and be able to explain the photos (poster) that existing.

### **Time**

1 hour 10 minute

### **Approach**

Presentation, questions and answers conversation, to explain the existing pictures that relates to the laws.

Necessary tools

- Pictures (posters concerning to the related laws), boards, markers, big piece of papers, small piece of papers and scott-tapes
- Documents or propagandas , the concerning pictures, power-point-presentation, computers and LCD.

### **Additional documents 6 : Laws and posters that concerning to natural resources management (additional presentation 06)**

### **Preparation**

- To prepare concerning documents in order to present to the training-participants.
- To prepare the presentation into LCD concerning to land management law that relates to natural resources management, as: the laws about: Environment, water and water resources, forest, aquatics and wild-life, fishery, animals husbandry, and vets, land and others concerning laws.

- To prepare and to provide some tools including to some related documents (questions-answers manual of the law in agriculture and forest sectors) if there's any.

### **Activities**

- To explain the objective, time-frame and approach in this part.
- To ask the participants about laws that related to natural resources management.
- To converses and to raises some article of the law which it was chosen for the conversation.
- Chosen some of the participants to explain the pictures (posters) that already prepared , each person should act as an example, explanation as a conversation and meanwhile, exchanges an ideas among participants.
- To stimulate the participants for their participation to display and to explain about the picture that oneself is chosen. And try to offer every body a chance to explain about it on the stage.
- To link the explanation with law that the conversation is about pictures being seen which it necessary develop the law's context to the local.

### **Re-estimation**

Re-estimation in this part should act as the below questions:

- What are the laws that we have understood that it concerned with natural resources management ? What articles can you give an advice?
- Who can not explain about the existing pictures, or has any confusion in some pictures? Do you think, in which point the explanation should stress on ?

### **Conclusion and linking to the next part**

Dissemination about law concerning to natural resources management is related to many laws, each law has its characteristics and various in each context. The existing pictures are necessary to have the explanation exchanges with the participants and related to the existing laws.

## **Part 4: land use management and the monitoring concerning to the land**

**The important topic in this part are :**

- 4.1 Land management policy and land use planning in Laos PDR
- 4.2 The understanding concerned to the conflict, situation and conflict issue related to the land
- 4.4 Monitoring, collecting the confliction issues about land

### **4.1 Land management policy and land use planning in Laos PDR**

#### **Back ground**

Land resources is a major resources. In the previous time, the government has set a policy and plan in land management and land use. Land borders were determined and allocated according to the stipulated law. But, from the real implementation , it was understood that many plans and projects are not properly done and not good as it would had been done. And, the land use plan, in the past, many various format plans had been used. But, there still have many points in the process of amending and developing in order to suite social-economic conditions at the present time.

#### **Objective**

In the final of this part, the participants will be able to:

- To explain about the land management in the previous time.
- To understand and can explain about the problem on policy implementation related to land in Laos PDR and at the local of the participants.
- To understand and be able to explain the basic about land use planning in Laos PDR.

#### **Time**

01 hour 20 minutes

#### **Approach**

Presentation, questions-answers dialogue, brain-storm, group is divided in to many small groups for making a conversation

#### **Necessary tools**

- board, markers, big pieces of papers, small pieces of papers and scott-tapes
- Documents or concerning propagandas, presentation power-point, computers and LCD.

**Additional documents 7 :** policy on land allocation management and land use planning in Laos PDR

## **Preparation**

- To prepare the concerning documents in order to present to the training participants.
- To prepare for presenting the introduction into LCD concerning to policy on land, land use planning in Laos PDR.
- To prepare and to provide the tools including the concerning documents if there's any.

## **Activities**

- To explain the objective, time-frame and approach in this part.
- To ask the participants about the land use situation in the previous.
- To converse and to point out the plans or policy concerning land use, roles and important and the options on planning the land allocation management.
- The conversation team is divided into 4-5 teams (according to the amount of the participants) and introduce the participants to write down on the big piece of paper concerning to policy issue that relates to land use, for example: Hand over the right of land and forest , minor-land land allocation, land concession and turning land to capital and another concerning policies.
- To stimulate the participants to participate for showing of their ideas, brainstorm, and causes analysis, issue that reflect to the policy .
- After the conversation, so, each of the team must send out its representative to present and explain the conversation's result within the group.
- To link the conversation of each group together and go to the conversation's details , lesson learnt and experiences that the participants faced in their local areas.
- To record the result from questions-answers before closing this part.

## **Re-estimation**

Re-estimation in this part must act according to the below questions:

- Policy concerning to land development and management in the past?
- How important Land use planning is?
- What is the cause of land management in your local areas?

## **Conclusion and linking to the part**

Land management is the heart of existing resources management, if the policy is lack of clearing and the land use planning is not strict enough, so, the problems, the following impact may increase and lead to confliction between parties or another parties. so, It requires great necessities that concerning sectors should enter the



participation about policy stipulation and set the land use plan properly for avoiding the problem and the conflict that might be occurred.

## **4.2 Understanding about conflict, situation and problem and conflict solution about the land**

### **Back ground**

Now, Land use are escalating in high ration, especially, are in the land concession in the industrial sector and agriculture, energy and mine sectors. The confliction issue that occurred are in various levels in each cases, there will be the conflict between the benefit of individuals , companies, village, state's organisation. Problem-solutions in each cases that are the mechanism and approach to solve the administration key, or civil on the basic regulations and existing laws. Some of the conflict cases that takes long time to mediate that may not meet the satisfaction of each party.

### **Objective**

**In the final of this part, the participants will be able to:**

- To explain about conflict's situations concerning to land that occurred in Laos PDR or in the local of the participants.
- To understand and be able to explain basic tactics to mediate and solve the conflict about land in Laos and in the local of the participants.

### **Time**

1 hour 30 minutes

### **Approach**

Presentation, questions-answers conversation, brain-storm, divided in group conversation.

### **Necessary documents**

- board, markers, big piece of papers, small pieces of papers and scott-tape
  - documents or concerning propagandas , power-point presentation , computers, LCD.
- Additional documents **8**: To understand about conflict and conflict solution concerning to the land (presentation 08)

### **Preparation**

- To prepare the concerning documents in order to present to the training participants.

- To prepare the presentation into LCD about the conflict situations, basic tactics about to mediate and conflict solutions.
- To prepare and provide tools including the concerning documents if there's any.

### **Activities**

- To explain the objective, time-frame and to approach in this part.
- To ask the participants about situations and the conflict issue that occurred from the previous land use.
- To converse and to point out the conflict formats concerning to the exist land, example: and case-study relates to the conflict of land's issues in many areas.
- Conversation team is divided into 4-5 teams (according to amount of the participants) then introduce the participants to write down on the big piece of paper concerning to problem analysis, cause of the conflict concerning to the land that occurred in the local of the participants and to tell each group to find out the way of those prominent conflict solutions.
- To stimulate the participants to participate to flexibly show of their ideas ,not in the mood of mistake abusation to one anothers in the occurred conflict sample and advice the way to find out the conflict solution in positive characteristics.
- After the conversation, so, each team has to send the repretative of the team to present and to explain the result of the conversation in each group.
- To link together the conversation in each group and the conversation go to the details of lesson the experiences of the participants had been done in the past in their local areas.
- To record the result from questions-answers before open this part.

### **Re-estimation**

Re-estimation in this part must act according to the questions below:

- What is the cause of conflict concering to the land?
- What is the aspect of conflict that ocured?
- What is the mechanism to solve the conflict occurred?

### **Conclusion and concerning to the next part**

The conflict issue concerning to the land is from many causes, in each various local, the aspects and conflict levels are various. To solve the occurred conflict requires the understanding and the data collected should be correct. Carrying on the conflict solution in the positive aspect and be accepted by all parties.

## **4.3 monitoring, collecting the conflict issue concerning to the land**

### **Background**

Monitoring and data collecting related to the occurred conflict from the land use is important to bring the situations and the occurred problems to find out the way for solutions. Monitoring and collect which can be done by many ways and conducts in many periods. The conflicts cases occurred are in various.

### **objective**

**In the final of this part , the participants will be able to:**

- Explain about conflict case concerning to the land that the data is collected.
- Understand and be able to explain the basic tactics about collecting categories occurred in conflict data.

### **time**

01 hour 00 minute

### **approach**

Presentation, questions-answers dialogue, brain-storm, conversation-group is divided.

### **Necessary tools**

- board, markers, big pieces of papers, small pieces of papers and scott-tape
- concerning documents, power-point presentation , computer, LCD

**Additional documents 9** : Form for collecting the conflict data about land

### **preparation**

- To prepare the concerning documents to present for the training participants.
- To prepare the presentation in LCD concerning to conflict case that requires recording
- To prepare and provide the tools including the concerning documents if there's any.

### **Activities**

- Explain the objective, time-frame and approach in this part.
- Ask the participants for conflict case concerning to the land use that the team-work need to collect.

- converses and raises in each case and possibilities that occurred and experiences exchange between participants on collecting data related to the occurred conflict in the past.
- Conversation team is divided into 3-4 teams then introduce the participants write down on the big piece of papers concerning to tools development on collecting data about collect the conflict data that occurred in the community level.
- To stimulate the participants determining the conflict that might occur and outline the draft for monitoring.
- After the conversation , so each team has to send the representative to present and explain the result of a conversation within a group.
- To link the conversation of each group together and go to the details of the conversation about lesson , experiences of the participants conducted in the past in their local.
- To record the result from questions-answers before open this part.

### **Re-estimation**

Re-estimation in this part must act according to the questions below:

- Wha conflict case the data should be collected?
- What is the basic about collecting data concerning to the conflict?

### **conclusion and linking to the next part**

Monitoring and inspecting to the conflict cases that occurred are many approaches, but, determination in each conflict case is in brief format and to use the collective and questionair formats and the inspection of conflict case that occurred are the basic for monitoring the exist conflict issue.

## **Part 5: Communal forest management, productions of the forest and bio-diversities:**

### **The important topic in this part are :**

- 5.1 Communal forest management, forest's products and bio-diversities
- 5.2 Evaluation on flora and fauna of the forest's product and bio-diversities
- 5.3 Map creating types for land use and forest
- 5.4 land and forest borders determination in order to monitoring the productions of the forest protection and bio-diversities
- 5.5 Monitoring and inspection process and managemrnt the productions of the forest
- 5.6 Participation on regulations development in management the production of the forest and parcipatory bio-diversities.

## 5.1 communal forest management, forest' productions and bio-diversities

### Background

Forest management of the local people that related to the use of forest's natural resources productions for their liveli-hood. Understanding about communal forest resources management that's an potential to assist the development community to participatory monitoring the resources with the people, especially, are the productions of the forest and bio-diversities exist in the local areas.

### Objective

In the final of this part , the participants will be able to:

- Understand and explain the meaning, important of forest's productions that existing to the people's liveli-hood.
- Understand the important steps for setting plan about monitoring the forest's productions.

### Time

01 hour 20 minutes

### Approach

Presentation, questions-answers conversation, brain-storm, conversation is divided in many groups.

### Necessary tools

- board, markers, big pieces of papers, small pieces of papers and scott-tape
  - Concerning documents, power-point presentation , computer and LCD
- Additional documents **10** : communal forest management: forest's productions and bio-diversities monitoring.

### Preparations

- Concerning document preparation to present to the training participants.
- To prepare the presentation into LCD concerning to the meaning, important and necessities, productions of the forest management at community level.
- To prepare and provide the tools including the concerning documents if there's any.

### Activities

- To explain the objective, time-frame and approach in this part.

- To ask the participants about the meaning of the communal use forest (villagers) referring to the traditional , meaning and important of the forest's productions to the people's liveli-hood.
- To converse and to point out case-study concerning to the communal forest management and the use of forest's productions resources at the local level.
- The conversation team is divided into 3-4 teams and introduce the participants to write down on the big piece of paper concerning to the necessary duties to conduct the participatory monitoring development plan for forest's productions, to converse and participatory determine the mission's role between local organization and community.
- Afer the conversation, so each team send their representative to present and explain the conversation's result within the group.
- To link the conversation of each group together and go to the details of conversation ,lessons the experiences of the participants practiced in the previous time at their locals.
- To record from the result of questions-answers before opens this part.

### **Re-estimation**

Re-estimation in this part must act as the questions below:

- What is the roles and the important of forest's productions?
- What are the duties determination in order to create the monitoring and inspection system for forest's productions with the community participation?

### **Conclusion and linking to the next part**

Monitoring determination is in various format, each format has its various activities differs from one anothers. Determination in each community is necessary on situation evaluation in focal area, especially, is the resource in that area.

## **5.2 Evaluation on flora and fauna of forest's productions and bio-diversities**

### **Background**

Management condition and use according to the conducting traditional or conducting right now, it is understood that there is an importance to the development and creating management plan. Flora and fauna evaluations and basic data of that local which is necessary for planning determination in order for the future monitoring and inspection.

### **Objective**

**In the final of this part , the participant will be able to:**

- Understand and be able to explain the approachment in each model that use to evaluate flora and fauna of forest's productions resources including the tactics for data collecting of the focal community.
- Be able to do the practical in the focal area to analyse for collecting data and to evaluate bio-diversities within the local areas.

### **Time**

1 hour 40 minutes

### **Approach**

Presentation, questions-answers conversation, brain-storm, conversation is divided in group

### **Necessary tools**

- board, markers, , small pieces of papers and scott-tapes
  - concerning document , power-point presentation, computer and LCD
- Additional documents **10** : communal forest management: forest's productions and bio-diversities monitoring.

### **Preparation**

- To prepare the concerning documents for presenting the training participants.
- To prepare the presentation into LCD concerning to model and tactics on monitoring the forest's productions in a community.
- To prepare and to provide tools including the concerning documents if there is any.

### **activities**

- To explain the objective, time-frame and approach in this part.
- To ask the participants evaluation experieces concerning to forest's productions or floras and faunas of bio-diversities in the communities levels.
- To converse and point out format or participatory evaluation tactics of the local community that had been practiced in the past.
- Conversation team is divided into 3-4 teams, then introduce the participants to write down on the big piece of paper concerning to ,each team does the evaluation testing by different tactics, the importance should be put in sequences or the score is offered in group with the varieties levels.
- After the conversation, so each of the team send the representative to present and explain in a group conversation.
- To link the conversation among the groups together and go to the details of conversation in various types that has been previously used.

- Recorded the result from questions-answers before closing this part.

### **Re-estimation**

Re-estimation in this part must act according to the questions below:

- What is the important technic to evaluate flora and fauna of bio-diversities?
- How should we use participatory evaluation technic ?

### **Conclusion and linking to the next part**

Monitoring determinations are differed in formats, each format which has its various activities. For the determination in communal level is very necessary to evaluate the situation of the focal area and problem analysis, causes and the threatening to bio-diversities in each area with its geographic aspect and the size of the areas are differed.

## **5.3 Map creating types for forest and land use.**

### **Background**

Forest's productions management and bio-diversities in the community level is great essential that require to have administrative borders and also use the existing natural resources. Creating land category identified and forest is the basic for determine the administration area in the next time. Land borders determination and land category on the management that necessary to determine the sharing borders land among villages, forest category determination, especially, the land use category.

### **Objective**

After this part is completed, the participants will be able to :

- Explain to the meaning and the importance of determining borders work and land forest category.
- Understand and explain the necessary roles about land borders determination, land use category and forest.

### **Time**

1 hour 40 minutes

### **Approach**

Presentation, questions-answers conversations, brain-storm, conversation-group divided

### **Necessary tools**

- Board, markers, big pieces of papers, small pieces of papers and scott-tapes



- Concerning documents, power-point presentation computer and LCD  
**Additional documents 11** : communal forest management: forest's productions monitoring and participatory bio-diverities.

### **Preparation**

- Prepare the concerning documents to present to the training-participants
- Prepare the presentation into LCD concerning to the necessary of the land borders determination and forest land category use of the focal community.
- prepare and provide the tools including the concerning documents if there's any.

### **Activities**

- Explain the objective, time-frame and approach in this part.
- Experiences exchange with the participants, ask the participants concerning with land borders allocation and forest land category that conducted in the past.
- To converse and point out approach and the mission being understood that it is necessary to use for land borders determination, land use category determination and forest of local community.
- The conversation group is divided in 3-4 teams then the participants are introduced to write down on the big pieces of papers concerning with details activities for the work-function in each work-field, as: Capacity-building to survey-team, step forward on sharing land borders delineation, the tactics in creating and category determination and real land borders.
- After the conversation then each of the team send the representative to present and explain the result of the group conversation.
- To link the conversation in each group together and go to the conversation details, activities that can carry on and challengeable activities.
- To record the result from questions-answers before closing this part.

### **Re-estimation**

Re-estimation in this part, the questions should be asked as below :

- Why does it has to determine and land borders delineation forest and land use types?
- What is the work-function and activities that necessary to be used and category determination and land and forest borders?

### **conclusion and linking to the next part**

Before conducting area determination about management the forest's productions in one of the focal community areas, borders sharing determination, areas delineation, forest and land use types were understood to be very important, carrying

on work and to do the working-function, the activities for land borders delineation and to delineate in each area is various, it depends on the geographic aspects, organisation and forest types, land in the area. Participation of the community in borders determination is very important. When understand in details and the organisation Including the forwarding steps are the specific areas determination for managing and monitoring flora and fauna of the exist forest's productions.

## **5.4 Land borders delineation and forest for monitoring forest's productions and bio-diversities**

### **background**

Due to forest's productions and each type of bio-diversity that has a place to live and the spreading of various varieties. And another point, we can not determine all of the areas becoming the monitoring and management areas . The determination should pay close attention to the point with forest and more wilde-life or the important area or the area that should be preserved and urgently preserve. Area to be determined for monitoring has the overall aspect the same as area determination and the forest land use type. But,this determination has the different goals and the determination for development and plan making for monitoring the existing resources.

### **The objective**

After finish this part, the participle will be able to :

- Explain the basic technique on area determination, or monitoring.
- Understand and be able to explain survey steps and monitoring.

### **Time**

1 hour 20 minutes

### **approach**

Presentation, questions-answers conversation, brain-storm, divided in group conversation

### **Necessary tools**

- board, markers, big pieces of papers, small pieces of papers and scott-tapes
- concerning documents, power-point presentation , computer and LCD  
additional documents **11** : communal forest management: forest's productions monitoring and participatory bio-diversities.

### **Preparation**

- To prepare the concerning documents for presenting to the training participants

- To prepare the presentation LCD, important area determination and the area to have a protection and the the forest's productions should be protected.
- To prepare and tools provided including the concerning documents if there's any.

### **Activities**

- To explain the objective, time-frame and approach in this part.
- Exchange the experiences with the participants , ask the participants about the necessities to determine the area or the areas for monitoring.
- To converse and also raise some examples of the implement's result from areas determination for monitoring and point out some situation and the important indicator on area determination or the area for monitoring productions of the forest or bio-diversities participated with the communities in the locals.
- The conversation team is divided into 3-4 teams then introduce the participants to write on the big piece of papers concerning to conditions determination and the reason that the areas will specifically be determined in order to manage and productions of the forest monitoring, the organization of a team and plan for monitoring and management.
- After the conversation , so each of the team has to send the representative to present and explain the conversation's result within the group.
- To link the conversation of each group together and converses and also exchange the case-study or the experieces of the participants.
- To record the result from questions-answers before open this part.

### **Re-estimation**

Re-estimation of this part must act according to the question below:

- What is the factor that should consider to about borders determination or the area for monitoring the forest's productions ?
- What is the functions and activities of the process about land borders determination ?

### **Conclusion and connect to the next part**

Productions of the forest and bio-diversities has its specific characteristics, so, area determination for monitoring may cover multi-varieties.but, it doesn't mean that it will cover all types . specific area determination depends on the agreement of the local people and technicals in that area. Apart from that, Monitoring for quantity data and quality of productions of the forest is necessary for use planning and sustainable protections.

## **5.5 monitoring process and productions of the forest management**

## **Background**

Reason inspecting and monitoring are many and differed. How ever, work-team that will monitor the productions of the forest should majorly be the local people who live in the pefic of that area, the team may be created or developed, be in group or unit to conduct the writing and co-monitoring. After that the discussion should be made and the plan should be set to preserved or extraction plan for use.

## **Objective**

Afer finishing this part, the participants will be able to :

- Explain to the team for monitoring process.
- Understand and be able to develop the plan for monitoring.

## **Time**

1 hour 20 minutes

## **approach**

Presentation, questions-answers conversation, brain-storm, divided in group conversation.

## **Necessary tools**

- Board, markers, big pieces of papers, small pieces of papers , scott-tapes
  - Concerning documents, power-point presentation ,computers, LCD
- Additional documents **11** : communal forest management: productions of the forest management and participatory bio-diversities.

## **Preparation**

- Prepare the concerning documents for presenting to the training participants
- Prepare the presentation into LCD, work-team consolidation, roles and personal's function, activities plan.
- prepare and tools provided including the concerning document, if there's any.

## **Activities**

- Objective explanations, time-frame and approach in this part.
- Sharing the experieces with the participants for monitoring and productions of the forest observations.
- And also raise some samples for creating plan about monitoring.

- Conversation team is divided in 3-4 teams then introduce the participants to write down on the big piece of papers concerning to roles and functions determination and the functions of the work-team for monitoring, developing and creating a plan for monitoring the types and quantity of existing of the productions of the forest.
- After the conversation , so each of the team send the representative to present and explain the conversation's result within the group.
- Conversation-linking of each group into one big group and converse about the past experieces of their work.
- Recording the result from questions-answers before closing this part.

### **Re-estimation**

Re-estimation in this part must act occording to the questions below:

- What are roles, functions and team-work's functions for monitoring and inspecting?
- What are the organization of the activities' plan for monitoring the forest's productions an bio-diversities in your local?

### **Conclusion and linking to the next part**

In a season, the productions of the forest are vegetable that grow and offer a yield in quantities , those vegetable grow in various season. So, to determine the activities plan of the working-team that should depends on the types and kinds of those forest's productions. And another reason is monitoring and inspection for the aim of the community use , it requires the whole-hearted for participation of the people and the regulations should participatory be drafted by co-parties for monitoring and harvest from the forest's productions.

## **5.6 Participation for regulation development on management Productions of the forest and participatory bio-diversities**

### **background**

management and the use of forest's productions resources in each area is various, some areas has strictly used the regulations and some area the use of the regulation is not properly done. Community and people , who use the productions of the forest understand the usage and harvest over the ration yield and the capability for responding of the forest that will leave nothing for the future extraction. On the other hand, technical harvest is not yet met standard , some extractions are in extinction aspect. so, regulations development is for referring to the management and be systematically used that requires the participatory from the people.

### **Objective**

After finish this part , the participle is able to :

- Explain about the necessities for participatory regulations-building management.
- Understand and be able to explain the steps or process for participatory regulations-building.

### **Time**

1 hour 40 minute

### **Approach**

Presentation, questions-answers conversations, brain-storm, conversation is divided in to groups.

### **Necessary tools**

- board, markers, big pieces of papers, small pieces of papers and scott-tape
- Concerning documents, power-point presentation , computer, LCD  
Additional documents **11** : Communal forest management: forest's productions monitoring and participatory bio-diversities.

### **Preparation**

- Prepare the concerning documents for presentation to the training participants
- Prepare the presentation into LCD team-work management, roles and functions and each of the individual's duties, especially, activity's plan.
- prepare and tools provided including the concerning documents if there's any.

### **Activities**

- Objective explanations, time-frame and approach in this part.
- Ask the participants concerning to regulative implementation on management and use the productions of the forest in their locals.
- Case-study is being raised or real lessons from regulation development for bio-diversities controlling .
- Conversation team is divided into 3-4 teams then introduce the participants to write down on the big pieces of paper concerning to steps determination on the development regulations management about bio-diversities or productions of the forest by participatory with the local people.
- After the conversation, each team send the representative to present and explain the conversation's result within the team to others in the presentation.
- Linking the conversation in each group together and converse the regulation development that they used to conduct or being used in the previous time.
- Recording the result from questions-answers before open this part.

## Re-estimation

Re-estimation in this part must act according to the below questions:

- Why is necessary on bio-diversity management regulations building and participatory productions of the forest?
- What kind of steps that being used in the participatory regulations development ?

## Conclusion and linking to the next part

Regulations development for understanding and acceptance of the community is very necessary to development and amending many times by by having real exchange with the people. The context contained in the regulations are differed from one area to anothers. Regulations enforced to use, the regulations are participatory with the local people to determine.

## Part 6: Revision and training evaluation

Through out the training period of time, lessons and contexts concerning to participatory natural resources management that is systematically used in the conversations and sequences. At the end, it's difficult for the trainees to review and remember all lessons.

During the time of previous 3-4 (depend's on the real practice). so, it's great to sumary up and revision the previous total lessons. In this conclusion, it's to design in order to revision the lessons' context including the administration and efficiency of training and including the closing tactics.

**Context of this** part consists of

- 6.1 Revision the training context
- 6.2 evaluation on and off training.

### 6. Revision the training context

Presentation

Sumary up final lesson that is important in order to stress and linking to the concerning topic that is trained in this training. The conclusion and lesson revision that has been learnt in the training period. so, in this part it is designed for gaining context from revision and the whole lessons of the training.

## Objectives

At the end, the trainees will be able to:

- Be able to explain the lesson's context and learning from each part.
- Map determination , the lessons learnt will be used in the practical.

**Time**

1 hour 40 minutes

**approach**

presentation, conversation, question -making and offering the knowledge

**tools**

- Big pieces of papers, small pieces of papers for attaching to the board, markers.
- Note-book computer and others communication tools

**Preparation**

- Group-training format is going to be made for lessons revisions and also distributing the evaluation documents before training or before evaluation.
- To develop the concept about group-making approachment for conversation.

**Activities**

- To explain about revision approachment and presenting the conversation topic.
- Trainees are divided into 5 to 6 sub-groups.
- To offer the trainees an exercise and tell each group to make conversation about lesson that already learnt by referring to the distribution formats, before, to the trainees, as the following table:

part	part	Main-contexts and lessons learnt	Context or the additional point to be more clear	Remark
1	1.1 1.2 ...			
2	2.1 2.2 ..			
3				
4				

- To explain to the trainees about conversation focusing on lesson issue , research and analysis should detailly be considered.



- Trainees to be presented the conversation's result.
- Trainees and trainers to add ideas or to add the missing contexts.
- Referring to the conversations, important contexts of each lesson and to write on the board.
- For the time left, the unclear-point should be more explain.

### **Conclusion and linking to the next part**

Major context gaining from the lessons and revision lessons should be collected. By this way, learning and contexts are participatory presented and it will make more clear with the remained questions and to assist the trainees are able to give ideas and evaluate to their understanding .

In this part, focussing on major context revision of lessons and the knowledge from the training and also with an advice from the trainees. Conclusion of this part by presenting ahead to the trainees concerning to evaluation in the next part.

### **6.2 Training evaluation and closing the training**

The officially open should be done, after the presentation is presented and conversations about lessons and in the previous part. Closing ceremony is including final evaluation in order to understanding evaluation of the trainees referring to the previous lessons by comparing with how is differed between evaluation before training and after. This evaluation including the evaluation of holding the trainings, as: their ideas about classroom situation, the qualification of the trainers, tools for additional knowledges, facilities management and conclusion of lessons. Conclusion will be good effective and being as stimulus for lesson-concept gaining from learning in order to bring into use to the real work of their own in the future.

### **Objective**

In the final, the trainees will be able to:

- To offer ideas for improving the next training and the point to be improved.
- To offer ideas into the final evaluation form related to the previous lesson learnt.
- Officially close the training ceremony.

### **Time**

1 hour 20 minutes

## **approach**

conversation, presentation, raising-questions and lesson-exchange

## **tools**

- Big pieces of papers, small pieces of papers, board, markers and computer-notebook.
- Question on training evaluation and final evaluation concerning to lesson that already learnt.

## **Preparation**

- To prepare lesson for training evaluation and final evaluation concerning to the lesson learnt.
- The chair-man is invited to close the ceremony if needed.
- Consider and choose the trainees' representative and this is informed in advance in order to have a time to prepare.

## **Activities**

- Introduce the objective and activities.
- To distribute the questions for training evaluation and final evaluation concerning to the lesson learnt to the trainees before closing the ceremony in order to have time for the answers.
- Sumary up those questions from the trainees and to explain to them for the understanding about to have the evaluation before the training.
- To distribute the question forms about the evaluation (in the attached documents) so the trainees have to find the answers.
- Sumary up those answers from the trainees and explain to them for the understanding that their ideas given will result to the next training.
- Add some photos for their feeling on evaluation: face show of their agreement (happiness), face shows of normal feeling and face show of to disagreement (boring).
- Thank speech to the trainees that participated in the training and wish them to succeed on their works.
- To invite the representative of 01 male and 01 female for offering their ideas to the training. Invite the elder person to offer ideas and conclude the training.

**Training evaluation format (the questions use for the final evaluation)**

**Date:.....Name of the trainee:.....**

**Part 1:** The question about the objective (please draw a circle for your answer)

1. Natural resources management issue ?
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. ever heard but can't explain
  - d. Never heard
2. The policy **on natural resources management** ?
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. ever heard but can't explain
  - d. Never heard
3. Climate-change or declining nutrition land, or bio-diversities ?
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. ever heard but can't explain
  - d. Never heard
4. **Do you trust informatic news about law and enforcement to use the law effect to Natural resources and environment?**
  - a. Trust
  - b. No benefit for the community
  - c. It's difficulty and challenge
  - d. Don't know/can not explain
5. Concerning issue on land use and management ?
  - a. Know and can explain,
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
6. **Conflict solution about land ?**
  - a. Know and can explain,
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
7. **Land use planning ?**
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
8. **Land inspection and monitoring ?**
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
9. **Community participatory on forest management and bio-diversity?**
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
10. **Land area borders determination and inspection, monitoring on forest protection and bio-diversities?**
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
11. Data collection and analysis concerning to bio-diversities and NTFPs?
  - a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard

- 12.** How do you think about regulations-building on bio-diversities protection and NTFPs?
- a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
- 14. do you know our society has the differences about social and economic and others that effect to the use and natural resources management?**
- a. Know and can explain
  - b. Understand well but can not explain
  - c. Ever heard but can not explain
  - d. never heard
- 15. Because the society has the differences about economic, social and others, the use and total resources management can be effected to benefit divided system? (answers may very)**
- a. Response to various opportunities in each group of people
  - b. creating condition for identified opportunities of other group.
  - c. Bad impact for dividing benefit.
  - d. All on above
- 16. Who is going to be the institution that should reponsible for conducting conflict solution concerning to the land? (answers may very)**
- a. Existing Institution
  - b. At village level
  - c. District level
  - d. I don't know

**Questions for training evaluation (the questions use at the final of the conversation)**

**Your ideas will assist us to have evaluation qualities of the training and in order to improve in the next time. So, please read the questions and carefully answers , if possible you can give some example. Please answers all questions**

<b>1. Objective and table of contents of the training</b>		<b>With best agreement</b>	<b>agree</b>	<b>Inter-mediate</b>	<b>Not agree</b>	<b>Worst dis-agree</b>
1.1	The objective of the training is clear					
1.2	Work-plan, table of contents and activities which concerning to objective of the training					
1.3	Period of time of the appropriate training					
<b>To offer an additional advice</b>						
<b>2. trainers/ facilitator</b>		<b>With best agree</b>	<b>agree</b>	<b>Inter-mediate</b>	<b>Dis-agree</b>	<b>With worst dis-agreement</b>
2.1	Has full knowledge from the lessons					
2.2	Transfer the knowledge very well					
2.3	Good preparation and sequences.					
2.4	To present the proper tools.					
2.5	Well stimulus to the trainees					
2.6	Questions and answers perfectly supply the need of the trainees.					
2.7	To supply the basic data and on time concerning to the project's context of the training					
2.8	Approachment to properly transter the lessons.					
2.9	Lessons linkingand referring documents with using manual tactics.					

2.10	To response to the need (communication) and well exchange data					
2.11	To express to the need of understanding for a project's capacity-building					
<b>Give an advice:</b>						
<b>3. tools &amp; exercise use in the training</b>		With best agree	agree	Inter-mediate	Dis-agree	With worst dis-agree
3.1	enough, clear and well relates					
3.2	Will be benefit for practice					
3.3	Will transfer lessons of the training					
3.4	Will develop the next training					
3.5	Catch up with the situations					
3.6	Well offers the basic knowledge					
Advice.: please offer some ideas in order to use in the next training or very well at the district level and it's good advantage at community level.						
<b>4. Environment (venue, residence &amp; other facilities)</b>		Best agree	agree	Inter-mediate	Dis-agree	Worst dis-agree
4.1	places, chairs, temperature and light in the class is should be propered					
4.2	Management assistant and others are proper and enough					
4.3	Accommodation facilities and closely to the training room					
4.4	No health problem.					
Advise.:						

		With best agree	Inter- mediate	Dis-agree	With worst dis-agree
5.1	5. effectively work environment The mentioned environment , the lessons learnt can be use in the real-working of oneself				
Advise :					
6. Do you have additional advice in order to improve more effectively training?					