

# **A CAPACITY-BUILDING CURRICULUM ON FOREST MANAGEMENT AND RESTORATION FOR KAWTHOOLEI FORESTRY DEPARTMENT (KFD) STAFF – PHASE II**

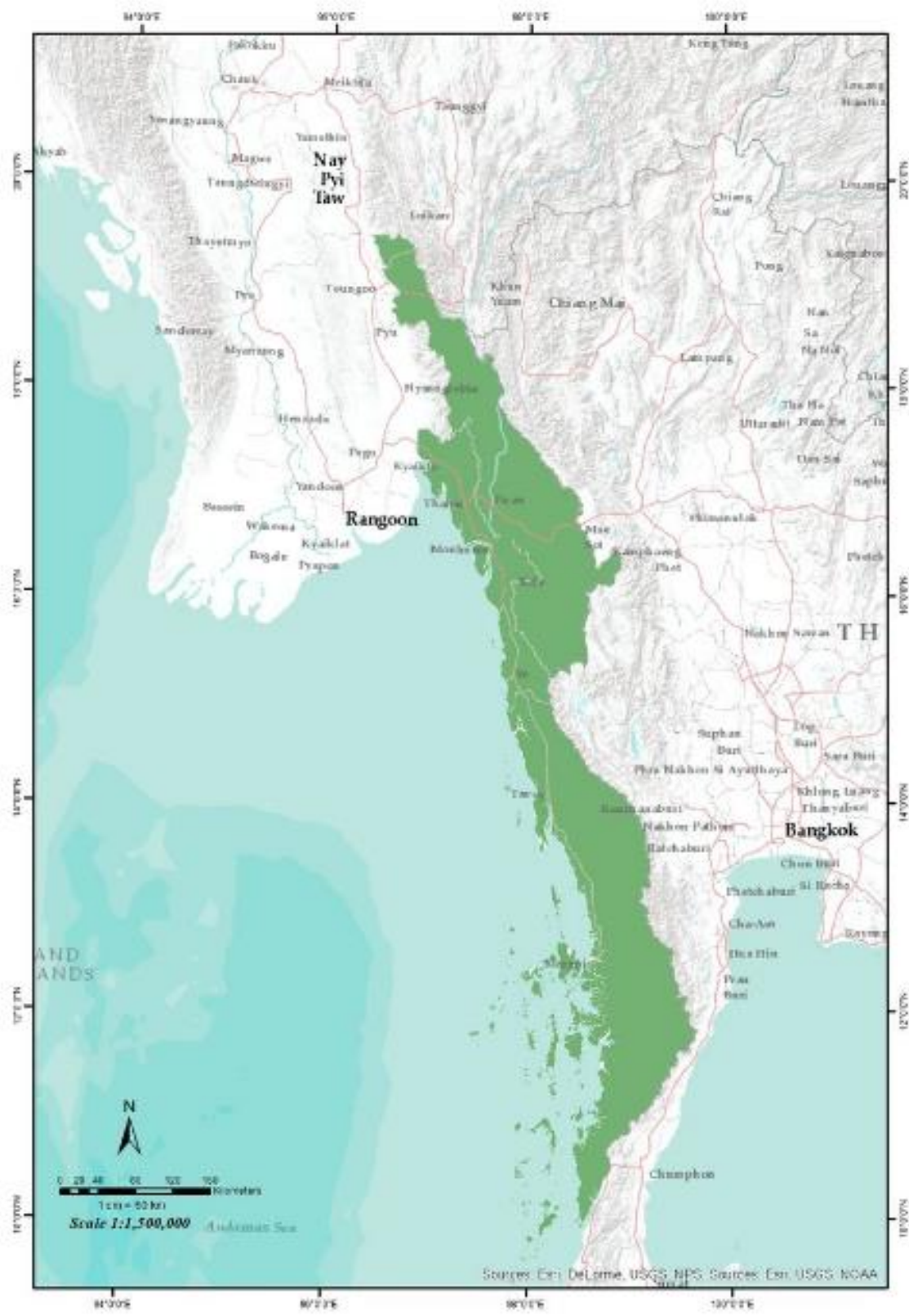
<b>Project Title:</b>	A Capacity-Building Curriculum on Forest Management and Restoration for Kawthoolei Forestry Department (KFD) Staff – PHASE II
<b>Project Duration:</b>	1/6/2022 – 31/1/2023
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## **Background and rationale**

This proposal addresses the need for capacity building, to improve management and restoration of forest ecosystems and resources, in the region currently controlled by the Karen National Union, in eastern Myanmar, known locally as Kawthoolei. It fulfills one of the goals of the Kawthoolei Forestry Department’s [\(KFD\) forest policy](#) “...the Karen Forestry Department shall be responsible for building capacity among its staff”. It also supports other KFD forest policy goals to i) improve local livelihoods and ii) human security, iii) conserve biodiversity, iv) promote ecosystem services, v) encourage sustainable development vi) empower local participation in decision making and vii) promote public awareness of environmental issues in forest areas.

After Burma gained independence from Britain (1948), the Karen Agriculture and Forestry Department was created (1949), to manage and administer forest land across 7 administrative areas, controlled by the KNU, as a governing entity. In 1980, agriculture and forestry were assigned to separate departments and the KFD was founded to manage forest resources. The department operates at 3 administrative levels: central, district and township. The central level, comprises 5 units focused on: i) awareness, ii) survey, iii) protection & demarcation, iv) restoration and v) projects. At district and township levels, there are 5 units namely: i) awareness, ii) tax & revenue, iii) protection & demarcation, iv) restoration and v) project.

One of the major problems facing KFD staff, has been lack of access to forestry education since, before the Nationwide Ceasefire Agreement (NCA) of 2015, many KFD staff were involved in defending Karen lands against the Myanmar armed forces. Following the implementation of the NCA, KFD staff have experienced difficulty in carrying out their duties in line with the KFD policies outlined above, due to lack of skills, knowledge and experience.



Recognizing the need for easy access to forestry education, the KFD proposes to establish a formal forestry school, to educate and build capacity of its existing staff, as well as the younger generation, who have a passion and commitment to contribute towards forest restoration and wildlife conservation across Kawthoolei (Karen Land).

Forest restoration is central to the achievement of several of the KFD policies listed above, with the immediate goal of restoring at least 2 sq km of forest across 7 KNU districts over the next 5 years. Restoration will involve not only planting teak, but also diverse mixes of native forest tree species, for recovery of biodiversity and watershed functions and to contribute towards climate change mitigation. Achievement of this goal will depend on KFD having the skills and knowledge to run tree nurseries and make sensible decisions about species choices plantation design, maintenance of planted trees, nurturing of natural regeneration and monitoring results for adaptive management.

Consequently, this proposal deals with implementation of curricula (already drafted under Phase I), which combine both scientific and indigenous knowledge, to provide a practical framework for forestry education and training of KFD staff and the younger generation in the fields of forest restoration and management. It covers the creation of training materials, both printed and online and training of teachers, to implement the curricula. Finally, it proposes measure to evaluate and monitor the effectiveness of the curricula and with a view to follow-up training if needed.

### **Achievements under Phase I**

Phase I of the [project](#) was completed on Jan 31st 2022. A survey of stakeholder needs-assessment was performed and a [needs-assessment report](#) compiled, defining the level and type of education required and the subject matter to include in the proposed curriculum. Subsequent online stakeholder workshops were held, to discuss the results, resulting in the drafting of two curricula: [i\) a one semester Junior college course and ii\) a 10-day intensive practical course for KFD junior staff](#), both focused on forest restoration and sustainable management. The draft curricula were refined and approved during the final online stakeholders' workshop, when future needs, to implement them, were identified. Technical and financial reports were submitted to the donor on Jan 31<sup>st</sup> 2022. Phase II, proposed here, deals with implementing those next steps identified during the final stakeholders' workshop.

### **General Aim of Whole Project**

To enhance capacity of KFD staff to implement improved forest restoration and sustainable forest management of the forest lands under their control.

## **Specific Objectives of Phase II**

1. Produce written and online teaching and support materials, needed to implement the curricula.
2. Provide training to key KFD and Junior College staff, responsible for teaching the curricula.

## **Proposed Actions (Phase II)**

1. Drafting of teaching materials (first in English) - including written handbooks (lecture notes and suggestions for supporting activities and exercises) - for the two curricula that were approved during Phase I (drafted in English).
2. Online stakeholder workshops, to refine the teaching materials.
3. Translation of the materials into Burmese and Karen.
4. Printing and distribution of materials to relevant stakeholders.
5. A training course for 12 participants in Chiang Mai (8 days), including practical hands-on activities in FORRU's nurseries and field plot systems – concentrating on how to use and interpret the teaching materials developed.

## **Expected Outputs (Phase II):**

1. A trainers' handbook to support the 10-day intensive training course for KFD junior staff (60-80 pages). English drafts and Burmese translation.
2. Teaching notes and lab/field exercise instruction sheets for the Junior College course (100-120 pages). English drafts and Burmese translation.
3. Online learning support pages, hosted by forru.org.
4. Two Zoom stakeholder meetings to approve materials and plan the live training.
5. At least 5 KFD staff and 5 Junior College staff trained to implement the curricula.

## Schedule

A Capacity-Building Curriculum on Forest Management and Restoration for Kawthoolei Forestry Department (KFD) Staff (Phase II) - Draft Schedule	2022							2023			
Action	J	J	A	S	O	N	D	J	F	M	A
Draft teaching materials in English	X	X	X	X	X	X	X				
Translate teaching materials into Burmese/Karen		X	X	X	X	X	X	X	X		
Online stakeholder workshops to review teaching materials			X		X						
Training course for KFD/Junior College staff in Chiang Mai						X					
Project report								X	X		

### Proposed for Phase III (not included in schedule/budget here):

1. Provide materials and equipment needed to implement the curricula, identified during the final stakeholders' workshop of Phase I and during the workshop in Phase II.
2. Implement the curriculum for 1 term or year.
3. Monitoring & evaluation of effectiveness of curricula by FORRU-CMU staff followed by follow-up "refresher" training of staff involved in implementing the curricula on-site in Kawthoolei, as needed.
4. Final project report on effectiveness of the curriculum and teaching materials including suggested changes if needed.

### Literature Cited

Kawthoolei Forestry Department's, 1990. [Kaw Htoo Lei Forest Policy – draft.](#)  
**Budget FORRU-CMU for Y1 (curriculum development and online workshops only).**

Workshop Summary Schedule			
Weekday	Training day	Location	Activities
Tue	0	Travel and arrive	
Wed	1	Classroom	Principles of succession and ecological restoration - herbarium and seed bank
Thu	2	Forest	Reference forest, phenology, seed collection
Fri	3	Nursery	Planting stock propagation practices
Sat	4	BMSM field plots	Rapid site survey and tree planting procedures
Sun	-	Chiang Mai	Rest day - Free
Mon	5	MC field plots	Maintenance and monitoring of planted trees; camera trapping
Tue	6	Classroom	Analysis of monitoring data
Wed	7	Huay Thung Taew/Classroom	Monitoring bird diversity and droning - data/image analysis in the afternoon
Thu	8	Classroom	Socio-economic aspects, restoration planning; discussion of needs to implement curricula (planning Phase III) - course review and certificates.