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## TRAINING REPORT

### COMMUNITY FORESTRY DEVELOPMENT TRAINING DELIVERED IN MAZAR-E-SHARIF

RONNAKORN TRIRAGANON WITH THE REGIONAL  
COMMUNITY FORESTRY TRAINING CENTER FOR  
ASIA AND THE PACIFIC, THAILAND

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# Training Report

## Community Forestry Development

2 to 15 May, 2009

Mazar-e-Sharif, Balkh, Afghanistan

### Biodiversity Support Program for National Environmental Protection Agency

ECODIT, INC.

Under contract no. EPP-I-02-00010-00  
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#### In Partnership with

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Ministry of Agriculture Irrigation and Livestock (MAIL)

and

Regional Community Forestry Training Center for Asia and the Pacific (RECOFTC)

Afghan Conservation Corps (ACC)/UNOPS



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## Executive Summary

The Islamic Republic of Afghanistan perceives that community-based natural resource management is the way to address the broader issues on resource-use conflict, environmental rehabilitation, food security, poverty and economic instability. The Ministry of Agriculture, Irrigation and Livestock (MAIL) is now implementing community-based natural resource management through its Sustainable Land Management Program. The National Environmental Protection Agency (NEPA), through the USAID-funded Biodiversity Support Program, has provided small grants program on Community-based Resource Management. Other donor agencies are also using community-based resource management as their main strategy for instituting development changes on the ground. With the growing number of community-based resource management activities, the extension workers of MAIL and NEPA are hard-pressed to keep up to date with the high demand for technical services on community forestry and community based natural resource management..

To enhance the knowledge and skills of key personnel from MAIL and NEPA; BSP/NEPA. engaged the technical service of RECOFTC to conduct a skill-based training on Community Forestry Development on May 2-15, 2009 in Marzar-e-Sharif, province of Balkh

The training provided basic understanding on community forestry concepts and principles as well as opportunities for participants to learn how to use participatory tools and techniques in assisting local people develop forest management plan. The training objectives are: to enable participants to: 1) Identify key basic principles of community forestry and recognize opportunities and challenges for promoting the CF concept in participants' working situations; 2) Explore and highlight opportunities for using participatory techniques in CF development; and 3) Review the CF development process and develop their own action plans that indicated how they could take lessons learned from the course to their contexts. To achieve the above objectives, the course covered 5 main components: What is 'Community Forestry?', Participatory Tools and Techniques, Field Exercise, Application of Tools and Techniques, and CF Application in Afghanistan.

The training was successful with contributions and interaction from 31 participants and support from co-trainers and translators. Participants were from MAIL, NEPA, and ACC. All the learning objectives have been met relatively. At end of the course most participants shared they really appreciated the contents and the training methods as the subjects are relevant to their work and they had opportunities to learn from self reflection and discussions with other participants. Results from several exercises proved participants were able to link basic principles of CF with their field conditions. Interactive exercises helped participants understand CF concepts, basic principles of participation, and the field visit provided opportunity for participants to link theories and practice together. Participants got opportunities to practice their facilitation skills, and participatory tools in working with villagers in Joi Jadid, Kaldal District. They gained more experience using participatory tools and techniques in working with villagers to analyze community situation, define forest management objectives, and identify potential forest management options. Action plans developed by participants proved that they have taken lessons from the course and wanted to apply them in working contexts.

To extend the success of community forestry practices in Afghanistan and maximize the impacts from this training, trainer recommend that BSP continue working on 1) developing grocery terms used in CF development process, 2) developing a CF Training Team with related agencies, 3) developing case studies and facilitating exchange among practitioners, and 4) developing field guideline for people participation.

**Community Forestry Development Training**  
**2 to 15 May, 2009**  
**Mazar-e-Sharif, Afghanistan**

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**A. BACKGROUND**

According to UNEP, the forest cover in Afghanistan has been declined dramatically in the last decades due to the high demand for timber from local people and neighboring countries. Access to the woodland was perceived to be threatened and the trees cutting by military forces in the subsequent conflicts to reduce hiding and ambush opportunities for opposing forces had attributed to the declination of woodland. A number of interventions have been initiated all over the country by several agencies both local and international to overcome this major issue. Role of local people in dealing with deforestation and forest degradation has been increasingly recognized.

The recently passed Environment Law of Afghanistan declared that local communities should be involved in decision-making processes regarding sustainable natural resource management. It recognizes that “all members of society, including women, ethnic minorities and nomadic pastoralists, have a vital role to play in environmental conservation and management .... and that the conservation and rehabilitation of the environment contributes to their cultural, social and economic needs.”

Under the draft Forestry Law (February 2009), the community forestry is considered as a way to get local people involved in conservation, rehabilitation, sustainable use and harvesting. This Law aims to create the framework for community-based participatory management of Afghanistan’s forest areas in order to provide for their conservation, rehabilitation and sustainable use and harvesting.

The Islamic Republic of Afghanistan believes that community-based natural resource management is the way to address broader issues on resource-use conflict, environmental rehabilitation, food security, poverty and economic instability. The Ministry of Agriculture, Irrigation and Livestock (MAIL) is now implementing community-based natural resource management through its Sustainable Land Management Program. The National Environmental Protection Agency (NEPA), through the USAID-funded Biodiversity Support Program, has provided small grants program on Community-Based Resource Management. Other donor agencies like Aga Khan Foundation, Wildlife Conservation Society and the Spanish Agency for Cooperation and International Development are also using community-based resource management as their main strategy for instituting development changes on the ground.

With the growing number of community-based resource management activities, the extension workers of MAIL and NEPA are hard-pressed to keep up to date with the demand for technical services on community forestry and community natural resource management.

To enhance the knowledge and skills of key personnel from MAIL and NEPA; BSP/NEPA via ECODIT Inc. engaged the technical service of the Regional Community Forestry Training Center for Asia and the Pacific (RECOFTC) to conduct a skill based training on Community Forestry Development on May 2-15, 2009 in Marzar-e-Sharif, Balkh province.

RECOFTC is the regional center for community forestry training, research and information exchange. It has long experience in undertaking and facilitating capacity building processes

through training courses, workshops, seminars, research, technical assistance, and information exchange for appropriate institutions and individuals who want to improve their capacity in promoting the concept of community-based natural resource management and community forestry.

## **B. LEARNING OBJECTIVES**

The training course provided basic understanding on community forestry concepts and principles as well as opportunities for participants to learn how to use participatory tools and techniques in assisting local people develop community forest and forest management plan. At the end of the training participants should be able to;

1. Identify key basic principles of community forestry and recognize opportunities and challenges for promoting the CF concept in participants' working situations.
2. Explore and highlight opportunities for using participatory techniques in community forestry development; and
3. Review the community forestry development process and develop their action plans that indicate how they could take lessons learned from the course to their contexts.

## **C. COURSE CONTENTS**

This course was the first training on Community Forestry at national level in the history of Afghanistan. It utilized the extensive experience of community forestry in Southeast Asia as a building block to explore the issues of community forestry in Afghanistan. Experiences from participants were highly integrated through series of interactive exercises and discussions. The course covered 5 main components;

### **Component 1: What is community forestry?**

- Setting the context and exploring the basic 'building-blocks' of community forestry with a focus on participation (what, and why).
- Participation and Participatory Approach
- What is community?
- Traditional Knowledge
- Review of the current stage of community forestry in Afghanistan with the emphasis on policy, legislation framework, and related laws
- Community forestry management planning process

### **Component 2: Participatory Tools and Techniques for community forestry development**

- Basic principles of participatory tools and techniques
- Basic facilitation skills
- Participatory Tools for Community Forestry Development

### **Component 3: Field exercise**

- Experimentation with a range of participatory tools and techniques relevant to community forestry with real stakeholders
- Field reflection of key principles for advancing Community Forest

### **Component 4: Participatory tools and techniques application**

- A critical analysis of selective participatory tools to advance community forestry development in Afghanistan

- Reflection of advantages and disadvantages of using participatory tools and processes
- Identification of action points for further moving community forestry in participants' working situation.

#### **Component 5: CF application**

- CF application in Southeast Asia
- CF application in Afghanistan
- CF Institutional Setting

The training allocated 9 days to work in class and 2 days to work in field. Based on the consensus among participants, they preferred to work from 8 o'clock to 12 and 13.30 to 15.30. Please see training agenda in annex 1.

#### **D. PARTICIPANTS**

The training accommodated 31 field extension officers from NEPA, MAIL, and ACC. As the selection of the participants was based on the home organization's criteria and process, trainer had less influence in the selection. It was found that most of them do not have back ground in forestry but more on agriculture, agro-economic, animal husbandry and general environmental protection. Based on several discussions, trainer found that participants rarely get opportunity to work in the field due to lack of supporting facilities and budgets. More than half of participants did not know much about this training before coming to the course. The course concept note with defined learning objectives and contents in local language was distributed to both NEPA and MAIL. Eventually participants were just told to join the course without knowing the course objectives. It was later found among participants that NEPA does not have direct mandate to work on community forestry but more focus on environmental protection policies. MAIL has more scope to work on community forestry. Fortunately 13 officers from MAIL could join the course.

Since most of participants do not have background in community forestry and they are not clear about their job in forestry, their expectations from the training were far broad on forest protection, forest rehabilitation, agro-forestry, and environmental protection. Detail of participant's expectation will be discussed in the next session. Based on the trainer's observation in plenary and small group works, 90 percent among all participants were very active and so keen to learn from each other. Participants admitted that they have not been trained by participatory training techniques like this course before. Most of them really enjoyed working with other participants but a few of them were not familiar with the techniques and just wanted to observe rather than providing any contribution in exercises. Please see participants and trainer list in annex 2.

#### **E. TRAINING APPROACH**

The course combined lectures from professionals, using relevant case study material, interactive group works, field exercise and reflection. The training team consisted of one international trainer from RECOFTC, 3 officers from ACC, and 2 translators from ECODIT. Trainers own extensive experience, knowledge and skills in working with communities in forest management have been exchanged with participants' knowledge. Examples from participants were used to demonstrate key lessons and link class room lessons with their practices. As the training was organized in both English and Dari language, rich mix of knowledge from both trainers and participants was presented within a highly interactive and friendly learning environment. Resource persons from the University of Kabul and MAIL were invited to share the current stage of community forestry development and detail of the latest draft of Forestry law. The training provided participants

opportunity to identify key success factors for CF development and later participants turned them into basic principles for Community Forestry in Afghanistan. Participants discussed processes and methodologies in establishing an equitable and sustainable community forest.

At the end of each day, the training team met and reflected key learning process and results of the day so that the team can plan for next day sessions. Daily feedback from participants helped trainers to measure the level of understanding and trainers adjusted learning process accordingly. To encourage participants in undertaking more responsibility and ownership in learning processes, training norms have been developed by participants and they volunteered to support the training by working in three teams to provide; a) general logistic services, b) social and energizer, and c) feedback and lessons recapture. These roles were rotated to different volunteers in every two days. Due to the limitation of time and appropriateness of some subject within Afghanistan's context, trainers modified the topics accordingly. "Governance in Community Forestry" and 'Participatory Map Demarcation' were dropped from the original plan.

## **F. KEY LESSONS LEARNED FROM THE TRAINING**

### **1. Course Preparation**

As mentioned earlier the learning blocks for this training have been developed based on the extensive experiences of community forestry in Southeast Asia. All training materials were developed in English by the trainer and translated into Dari. All handout and exercise guidelines were available in both languages for participants to have their self study. The common problem found in translation was that there is no word in Dari that match with many English terms used in the training. Many times translation also caused confusion as the term gave different meaning from original idea. The terms that need more clarification include indicator, input, objective, output, outcome, benefits, ownership, skills, and knowledge.

The training was conducted in English and Dari languages so it required a great support from Afghanistan co-trainers and translators. Trainer spent 2 days prior to the actual conduct of the course to work together with co-trainers from ACC to ensure that co-trainers could provide sufficient support. All session plans, exercise guidelines, handouts have been made available for all co-trainers and translators. In many situations, co-trainers helped clarify terms and concepts by giving examples from Afghanistan. Translators worked very hard to prepare materials in Dari and helped translation in each session. Even though co-trainers seemed to be clear with the process in all session plan, they were still not confident enough to take active role in leading any session and a few times co-trainers were also confused about the procedure and learning objectives. In some occasion, translator had difficulty in working with the trainer and was not consistent in using words from handout especially when translator did not study session plan and handout prior to the session.

### **2. Participants' Expectations**

More than half of participants were not aware about the training objectives before they came. As participants were selected by NEPA and MAIL under certain criteria and they were just asked to join the course. Trainer intended to prepare participants prior to the course by developing training note that indicates learning objective, approach, and schedule. It has been translated into Dari and sent to host organizations in advance. Participants admitted they have not seen the note until they arrived to the venue. While the trainer drew participant's expectation at the beginning of the course, most participants shared they wanted to know more how to protect forest destruction and

how to stop tree cutting. Trainer clarified that most of the expectations could not be met within this course. Below is the summary of participant's expectations;

1. How can we stop forest destruction in our area?
2. How to raise awareness among local people on forest protection?
3. How to establish Agroforestry?
4. How to do terracing system?
5. Gain more practical knowledge for my work
6. Participation in CF
7. Methods and tools for forest protection
8. Possibility for forest extension
9. Seedling propagation such grafting
10. Forest rehabilitation and protection
11. How to have more natural resources
12. How to apply lessons to my work?
13. How to stop illegal cutting?
14. How to protect our environment?

With these expectations, trainer had difficulty to challenge and move them from their comfort zone in 'Forest Protection'. Trainer also found that most participants would like to learn more on the solutions for forest protection but are less interested in the process how to develop solutions

### **3. Community Forestry in Afghanistan**

The presentation done by Professor Nasere and Abdul Aziz from Kabul University covered general background and history of forestry in Afghanistan, main forest issues and impacts, and forest classification. They also shared an update on forestry policy and related laws. That the recent Environmental Law can be used as a basis to allow people participation in environmental and forestry program, however, agencies are still not clear how to bring the law into practice due to their limited capacities and interpretations. It was not very clear from the presentations on what happened in the past, who was involved, role and responsibilities of related agencies, what interventions have been taken to address forestry issues, and key lessons we could learn from the past. There was a recommendation from resource persons that local people must participate in forestry but unclear justification and limited information on how to make it happen. There was a missing link why people participation is needed in forestry management. Unfortunately the presentations did not mention the driving forces for community forestry in Afghanistan. The concept of Forestry still focused more on timber products and minimal reference to other non-timber forest products and services. Social dimension was not included in the presentation.

### **4. Community Forestry Concepts and Principles**

The concept of community forestry or people participation in forestry is very new in Afghanistan. Most people refer to 'People Participation' as the delegation of responsibilities to local people for protecting forests. At the beginning of the course, most participants strongly perceived that we must work with farmers to protect forest but tend to forget that farmers use forests for their livelihoods. Trainer shared different definitions of community forestry that has been used by different projects. They were asked to choose the one that they liked most and discussed the reason with other participants who chose the same one. They found that not one of these definitions could explain clear enough what 'Community Forestry' is, however, participants concluded that community forestry is a process that can contribute to sustainable forest resource use, getting

community involved in management, and contributing to local people's livelihoods. Participants also identified key success factors for community forestry development and later they converted these factors into basic principles for community forestry.

The basic principles for Community Forestry in Afghanistan context include;

1. Establishment of Community Forest Management Council (Shuraa). The council will be a body who implements the CF Management Plan
2. High level of awareness among forest users
3. Sufficient authority for local people to take their roles and responsibilities
4. Local people's capacity for implementing forest management plan
5. Active Participation from all stakeholders
6. Ownership among local people and other stakeholders
7. Management plan that responds to local needs
8. Good Governance
9. Good Coordination among stakeholders including government, NGO, and private sectors
10. Policy Support
11. Applying Adaptive Management and learning process
12. Effective monitoring and evaluation system
13. Good Management plan and well security
14. Linking with religious leaders

Definitions: Community forestry means...

*"Any situation which intimately involves local people in a forestry activity". Chosen by 5*

*"...the control and management of forest resources by the rural people who use them especially for domestic purposes and as an integral part of their farming systems". Chosen by 2*

*"Is an institutional innovation of empowering local communities in managing forest resources for their benefit in co-ordination with the government" chosen by 20*

*"The governance and management of forest resources by communities for commercial and non-commercial purposes, including subsistence, timber production, non-timber forest products, wildlife, conservation of biodiversity and environment, social and religious significance. Chosen by 2*

## 5. Traditional Knowledge

Effective community forest management plan must be coherent with traditional practices and local knowledge. Participants got opportunity to review traditional knowledge that they have experienced from different areas. Drawings of local story and belief from different provinces were discussed. Presentations from small groups helped other participants to realize that there are a great number of traditional knowledge that contribute to forest or natural resource conservation but some of them tend to destroy our nature. Trainer encouraged participants to explore what traditional knowledge exists in their areas when they return back to their provinces and try to make use of them in community forestry development or forestry extension. Some of the knowledge can be found in annex 6.

## 6. Community

A community is not homogenous entity but is composed of individuals, groups and institutions with different needs, interests, skills, and ways of using resources. If we are to work effectively with community, it is important to understand variables within a community and how these might affect participatory natural resource management decision. Through an interactive exercise, participants reviewed key factors which make one community different from others. The course participants perceived 'Community' is the group of people who live in the same geographic area. Trainer shared that 'Community' could be defined by spatial, economic, social status, culture, administrative structure, education, profession, history, or value. Field officers must understand

how these factors affect the way people live, the ways how people make decision and how people use forest resources, so that these variables can be considered in community forest management planning process.

## **7. Participation**

Intensity of local people involvement in forest management can be categorized as passive, information giving, consultation, functional, interactive, and self-mobilization depending on the level they are involved in decision making and actions. It is important for field officers to be able to differentiate the levels. Examples from participants' experience were used to elaborate the terms. Case studies from Cambodia, Thailand and Nepal were used to allow participants to analyze the situation and identify ways to improve the intensity of community participation in the process. Different levels of people participation definitely require different approaches to engage them in the process. Basic principles of participatory approach including the four values of people participation; mutual understanding, full participation, inclusive solution, and shared responsibility were introduced and being repeated throughout the course. Even though all participants indicated they were practicing participatory approach in their work, their understanding on 'People Participation' was still limited. Often participants saw local people's role in protecting forest resources rather than making management decision for local needs. At the end of the course participants realized that without mutual understanding and full participation from all forest resource users, the management plan may not serve the local needs and the forest resources cannot be used wisely and sustainably. A few participants still did not recognize the value of getting other community members' view especially that of women involvement in the planning process.

## **8. Facilitation Skills**

Facilitation is very new concept for most participants. They all are familiar with series of meeting rather than looking alternatives for the decision making process. Top-down approach is popularly used in forestry, agriculture, and environmental projects. Officers tend to make every effort to convince farmers to be aware of their problems and selling ideas for solving those. At the current stage local people have less opportunity to share their views or express their concerns in designing project. Participants did realize that they need to have certain skills to allow them to work with farmers effectively. Facilitation house was introduced to make the training participants aware of the basic skills that field officers must have. Participants had opportunities to practice listening, questioning, observing, and probing. Tips for being good listener, and good observer were discussed. It was a great challenge for trainer to ask participant to improve their listening skills. In many occasions, participants liked talking more than listening. At the end of the course, there were evidences proved that most participants have very much improved their questioning skills by using more open-ended questions. Participants had the chance to practice these skills while working in the field with villagers.

## **9. Community Forestry Management Planning**

Since most of the forestry, agriculture or environmental projects were developed by professionals from central office, participants who came from country areas had limited experience to get involved in planning. When trainer asked participants to work in small groups and organize CF management planning steps in logical order a little confusion occurred. Participants were not familiar with participatory approach in which they could use in each step. The concept of community forestry in Afghanistan is still very new to many people including local people and related professions. Participants were familiar with conventional planning; identifying problem and

searching for solution but pay less attention to the process. This made it difficult for the participants to think in step-wise and in logical sequence. Trainer initiated plenary discussion by highlighting that communities may not be ready for community forestry and also in identifying their needs, so that it is essential for field officers to start the CF development process by conducting situational analysis. Basic principles of participatory forest management planning were introduced. This planning process has been referred as a back bone for community forestry development throughout the course.

## **10. Participatory Tools**

To ensure mutual understanding and promote full participation among key stakeholders in community forestry development, using participatory tools will encourage people to analyze their own situation and choose the best decision for their own benefits. A few participants have been trained in participatory tools but none have used the tools in their work. Participants were familiar with group discussion and interview to extract information from stakeholders. Trainer explained that using participatory tools helps people to learn from each other, encourages people involvement in the process, and empowers stakeholders to deal with outsiders. With a number of exercises, participants recognized the basic principles of using participatory tool. The tools can generate systematic learning, seek for multiple perspectives, take on group learning, work well in specific context, allow link between expert and local people, and lead to collective change. Trainers demonstrated basic tools such Transect, Time Line, Problem Tree, Resource Map, Seasonal Calendar, Ranking, Venn Diagram, Matrix, Influent and Interest, and 3Rs. Participants got opportunities to practice the tools during field exercise. Many participants were still not clear on the purpose of using participatory tools and how the tools could help in participatory planning process. Trainers found that while participants practiced tools during the field exercise they just wanted to use the tools for collecting information from villagers rather than building mutual understanding between researchers and villagers. The principles of using participatory tools were yet inadequately followed up. Most participants recognized the power of using the participatory tool that it generated more discussion among stakeholders, especially villagers could use the tool to articulate their ideas better.

## **11. Field Exercise**

Under security considerations, the three-day field exercise was done in two-day field exercise. It helped to let the participants link class room and reality. It illustrated participatory concepts, principles and approaches for community forestry development in a real setting. It also allowed participants to practice facilitation skills, participatory tools and techniques with local stakeholders. Participants were assigned to work in five small groups and focus their works on four main steps in community forestry development planning; 1) situation and stakeholder analysis, 2) management objective development, and 3) identification of management options. Prior to the field visit each team prepared their work plan including key questions for each focus steps, and tools that might help them during the field work, and team roles and responsibilities. With great support from the NEPA, provincial director, a community in Joi Jadid village in Kaldal District, one and a half hour drive from Mazar, was selected as the field site. Villagers were invited as resource persons to provide inputs in the field exercise. Trainer observed that participants were so excited and enthusiastic to work with villagers, they were able to link key lessons learned from the class with real community setting, but they still used participatory tools without having clear purpose, they missed opportunities to do cross checking and probing with other villagers, participants occasionally recognized values of multiple perspectives in team working, and forgot to spend sufficient time to dig for more understanding. However trainer found participants have well tried to

use participatory tools, practices basic communications skills, and they noticed some mistakes happened while they were practicing these tools with the villagers.

After finishing the field practicum; trainer asked participants to reflect key lessons covering community forestry concepts and principles, participatory tools they experienced in the field, and participatory processes. Fish Bowl technique was used to stimulate discussion and sharing. Due to limited time, trainer did not ask participants to review what contents they have got and how they could tie all the stories from the field together. Each participant got opportunity to share what he has learned. They realized that the tools help farmers to participate more and help develop better understanding not only between field officer and farmers but also among farmers themselves. The tools also help participants to understand the root causes of the problem, way of people live, how people address problems in local ways. Participants shared that we could not separate forest from local people livelihood, open ended questions helped participants to understand the situation better, and field officers must listen more. Main lessons learned from the field exercise can be found in Annex 3.

## **12. CF application in Afghanistan**

Based on the lessons participants learned from class and field exercise, trainer presented community forestry cases from Thailand and Philippines by VDO. Participants found that the level of participation is very high. Men and women, young and old work together very well. Trainer asked participants to look back into the context of Afghanistan; what strengths, weaknesses, opportunities, and threats we have had here to promote the concept of people participation. The results from SWOT analysis were varied depending where they came from. Participants shared that there is policy to support people participation in environmental program, plenty of traditional knowledge, high demand for forest rehabilitation, high interest from local people to work with officers, in some certain areas people are well aware of the values of natural resources, but low capacity among officers to work with community, limited facilities to work in the field, weak in communication among related agencies, weak in governance, limited facility to allow officers to work with community, and intermediate security for working in the field. Availability of donor funding, grants, good cooperation among GOs-NGOs are opportunities for promoting people participation in NRM or environmental protection. Participants indicated that misused of community forestry committee, high demand from economic development, and natural disaster could be threats for community forestry development.

## **13. Rule and Regulation**

Resource persons from MAIL were invited to share the update of Law for Community based Forest Management. The law will create a framework for community-based participatory management of Afghanistan's forest areas. It also provide basis for forest conservation, rehabilitation and sustainable use and harvesting. The law is still in the final stage but yet need to be approved by the government very soon. The focus of this law is to promote people participation in sustainable forest management. If the law got approved, it is believed that the law will provide more opportunities, functions, and mandates for MAIL officers to work closely with villagers. Later trainer explained that rules and regulations at community level are required so that community can control the use of people over natural resources within the area. Examples of rule and regulation from participants' experience were used to elaborate why we need local rules. Many of the local rules have been developed for decades and some of them associated with Muslim principles. Participants worked in groups to identify the process required for developing local rules and regulations. Trainer also shared some key considerations in the development process that

participants need to be aware. These considerations include gender equity, representation of stakeholders, power relation, fair benefit sharing, culture sensitivity, and accountability toward the management objectives, and conflict within the community.

#### **14. Participant's action plans**

At the end of the course, all participants were asked to develop their action plan that indicates how they like to apply the lessons they learned from this course in their work. They worked in six groups based on their working areas. Some of them would like to use participatory tools with local people to identify root causes of air pollution, water shortage, and deforestation. Some wanted to do more situation analysis at village level. For more detail of participants' action plan please see them in annex 7. Below is the list of what participants wanted to do after this course.

- a. Public Involvement in protection of forest trees in Marmul District
- b. Rehabilitation of Pistachio forest in Charkent District
- c. Establishment of committee for Kabul Green Belt
- d. Problem Analysis and Control for the overuse of forest in Chapa Dara
- e. Establishment Forest Management Council in Cheghet District of Samangan
- f. Problem Analysis and Control for air pollution in Mirabad
- g. Water Problem Analysis and Improvement in Langer District

#### **15. Participants' Feedback**

Within this training participants had opportunities to share their feedback through daily feedback done by the feedback team and evaluation form at the end of the course. From the daily feedback, most of them were happy with the course content and the method that allowed participants to share their views and experience. The result from evaluation form indicated that participants appreciated the course very much and many of them mentioned the course has gone beyond their expectations. While 20 participants from 25 shared the course contents were excellent because the subjects were easy to understand and relevant to their work, 19 participants appreciated handout as all available properly in both languages. Since they could learn and share their experience with other participants most participants indicated excellent or good facilitation, but duration of the course should have been longer. Participants were happy with field practice but commented on transportation and distance to the site. They would like to have more interaction with other community members. Many would want to share key lessons with their colleagues.

## **G. KEY OBSERVATIONS AND RECOMMENDATIONS**

### **1. Glossary of Terms**

There are several English terms commonly used in the country that is being progressively use in community forestry development. Many of these terms do not exist in Afghanistan languages or having various meanings. Within the training, it was noticed that in many occasions participants spent much time to define the meanings of particular terms and the direct translation some time caused confusion. Since community forestry concept is very new in Afghanistan, there is a fundamental need to have common understanding and clear explanation among key players and practitioners on these terms. A glossary of common terms in local languages is recommended. It would help all players and practitioners to understand more and it can be used as a reference in further discussion for promoting the CF concept. The terms found in this training such as community, community forest, participation, participatory tools, forests, forest resources, forest management, natural resources, stakeholders, participatory process, traditional knowledge, tenure, ownership, objective, governance, community forest constitution, rule and regulation, monitoring and evaluation, and indicator can be considered.

### **2. Training Team Development**

In order to promote the concept of people participation in forest management across the country; related government officers, field practitioners, and community representatives must understand the basic concept and key principles that could make community forestry development successful. Field practitioners also need to have basic facilitation skills and be able to use participatory tools to work with community people effectively. They must have capacity to assist local people analyze the situation, identify clear management objectives, design for better management plan, and develop appropriate mechanism for monitoring and evaluation. As indentified by most of participants in the course, currently key personnel from NEPA and MAIL have limited knowledge and skills essentially required for community forestry development. A great number of effective training is urgently necessary. To extend the community forestry practices to other areas, effective training could be organized at provincial and district level. A team of trainers must be formed and developed so that they could function as multiplier group. This trainer team should consist of people who have mandate in community forestry training, sufficient experience of working in the field with villagers, background knowledge in natural resource management or environment protection, and be able to commit to work in community forestry related activities for at least one year. The trainer recommend the BSP identify potential officers and have them trained in basic adult learning principles and participatory training techniques so that they are be able to design and deliver effective training in community forestry related topics. Since this training was the first training on community forestry in Afghanistan, the training team can review, modify, or improve all materials used in this training course to fit with local contexts.

### **3. Case Study Development**

Even though community forestry has not been practiced widely in Afghanistan, participants indicated a number of community initiatives related to natural resource conservation. Many of these initiatives have been practiced by local people for decades to guarantee their benefits and livelihoods. Documentations of community initiative would prove community's capability in managing natural resources. Documenting lessons from the field may not be part of regular work in many cultures but these lessons will help other practitioners to understand more what have been

happening and experience from other colleagues can help other people avoid any mistake. Obviously the ability for analysis among participants at current stage is very low. Case study development would be a promising alternative approach to enhance their analytical thinking and writing skills. Based on the action plans presented by all participants at the end of the course, the experiences that each team will gain from the identified actions need to be documented and exchanged among participants. Exchanges can include but not limited to the lessons learned, issues, or challenges of applying participatory tools and processes in different contexts can help other participants to learn more. These documents will also serve as evidences to educate related agencies on people participation in either forestry or environment protection. Regular reflection workshop and networking among field practitioners can be considered, to facilitate sharing process across agencies and sectors.

#### **4. Field Guideline for people participation**

Participation can increase the quality of the decision process essentially because it brings more minds to bear on the issues. Stakeholder and public perceptions of the issues can widen and enrich the perceptions that may have been driving the authorities' thinking. More debate can lead to greater clarity on the issues and the process can become more innovative with a broader framing. Assumptions will be more widely challenged and tested. The decision become more visible and accepted by people who were involved in the process. The concept of people participation in forestry or environment protection is new in Afghanistan. The translation of people participation related policies into practice will help field officers develop and implement community based project properly. The field guideline provides a brief overview of basic principles of people participation, various tools, discussion of concepts, and guidance for field officers in the selection and use of participatory tools for their works. The guideline must be simple and be available in different languages. The materials used within this training can be used as a basis for the field guideline development.

#### **H. CONCLUSION**

The training was a success with contributions and interaction from 31 participants and support from co-trainers and translators. Due to some gaps in the preparation process, participants were not clear what this training course is all about at the beginning. At end of the course most participants shared that they really appreciated the course contents and the training methods as the subjects are relevant to their work and they had opportunities to learn from self reflection and discussions with other participants. Based on trainer's observations, participants have achieved all learning objectives. Results from several exercises proved participants were able to link basic principles of community forestry with their field conditions. Interactive exercises helped participants understand community forestry concepts, basic principles of participation, and the field visit provided opportunity for participants to link theories and practice together. Participants had opportunities to practice their facilitation skills, and participatory tools in working with villagers. They also gained more experience using participatory tools and techniques in working with villagers to analyze community situation, define forest management objectives, and identify potential forest management options. Action plans developed by participants proved that they have taken lessons from the course and wanted to apply them in working contexts.

The achievement of people participation in forestry and environmental protection cannot be met by training only. Follow up support is very important. Key lessons learned from conducting this training, showed that the trainer found it essential to have a glossary of terms used for people participation in forest management. Equally important is the the formation of training team,

development of case studies, and the making of a field guideline for people participation will advance the promotion process for community forestry in Afghanistan.

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## Annex 1: Training Agenda

### Training on Community Forestry Development 3 to 15 May, 2009 Kabul, Afghanistan

Sat	Sun	Mon	Tue	Wed	Thu	Fri
May 2	May 3	May 4	May 5	May 6	May 7	May 8
<ul style="list-style-type: none"> <li>○ Arrival of Participants</li> </ul>	<ul style="list-style-type: none"> <li>○ Course setting</li> <li>○ Forestry in Afghanistan</li> <li>○ Forest and People</li> </ul>	<ul style="list-style-type: none"> <li>○ What is CF?</li> <li>○ Basic principles of CF</li> <li>○ Traditional Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ What is “Community”?</li> <li>○ Effective participation</li> <li>○ Participatory Planning Process</li> <li>○ Participatory Tools and Techniques</li> </ul>	<ul style="list-style-type: none"> <li>○ CF objectives</li> </ul> <p>Skills for Participatory Tools</p> <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Questioning</li> <li>○ Probing</li> <li>○ Observation</li> <li>○ Semi-structure interviews</li> </ul>	<p>Tools for CF</p> <ul style="list-style-type: none"> <li>○ Stakeholder analysis</li> <li>○ Problem Tree</li> <li>○ Participatory Resource Mapping</li> <li>○ Transect walk and Talk</li> <li>○ Brain storming</li> <li>○ Ranking and Matrix</li> <li>○ Venn Diagram</li> <li>○ Time line</li> </ul> <p>Field exercise intro</p>	<ul style="list-style-type: none"> <li>○ Holiday</li> </ul>
May 9	May 10	May 11	May 12	May 13	May 14	May 15
<p>Field Exercise</p> <ul style="list-style-type: none"> <li>○ Stakeholder analysis</li> <li>○ Situation analysis</li> </ul>	<p>Field Exercise</p> <ul style="list-style-type: none"> <li>○ CF Priorities</li> <li>○ Objective setting</li> </ul>	<p>Field Exercise</p> <ul style="list-style-type: none"> <li>○ Resources assessment</li> <li>○ Potential CF management options</li> </ul>	<ul style="list-style-type: none"> <li>○ Field reflection</li> <li>○ CF monitoring and evaluation</li> <li>○ CF application in different countries</li> <li>○ CF application in Afghanistan</li> </ul>	<ul style="list-style-type: none"> <li>○ Rules / regulations on use / access</li> <li>○ CF institutional setting</li> <li>○ Mapping / demarcation</li> </ul>	<ul style="list-style-type: none"> <li>○ Wrap up</li> <li>○ Participants’ action plans</li> <li>○ Evaluation and closing</li> <li>○ Debriefing</li> </ul>	<ul style="list-style-type: none"> <li>○ Departure of participants and trainers</li> </ul>

## Annex 2: List of Participants, Trainers, and Organizers

### Participants

No	Name	Position	Organization	Province
1.	Mr. Azat Gull Safi	Provincial Director	NEPA	Nuristan
2.	Mr. Najibullah Kunari	Provincial Director	NEPA	Kunar
3.	Mr. Abdul Hady Azizi	Provincial Director	NEPA	Samangan
4.	Mr. Mohammad Naim		MAIL	Baghlan
5.	Mr. Ali Madad Rohani	Provincial Director	NEPA	Daykundi
6.	Mr. Shah wali Faqirzada	Staff	NEPA	Kabul
7.	Mr. Mohammad Yasin	Staff	NEPA	Kabul
8.	Mr. Rahmatullah Haidari	Staff	NEPA	Kabul
9.	Mr. Asmatullah	Staff	Sustainable Div. Central Office	Kabul
10.	Mr. Mahibullah	Staff	Natural Heritage Protection Div	Kabul
11.	Mr. Hafeezullah Hashimi	RCA	ACC/UNOPS	Kabul
12.	Mr. Ramin Nabizadah	RCA	ACC/UNOPS	Herat
13.	Mr. Rahman Gul	RCA	ACC/UNOPS	Mazar
14.	Mr. Habibullah Hamidi	RCA	ACC/UNOPS	Takhar
15.	Mr. Abdul Karim		NEPA	Kabul
16.	Mr. Mohammad Zaman Negrai	District Relation Officer	NEPA	Balkh
17.	Mr. Ahmad Shakir			Sare-Pul
18.	Mr. Mohammad Parwiz		MAIL	Sare-Pul
19.	Mr. Abdul Khalil		MAIL	Jozjan
20.	Mr. Maiwand		MAIL	Jozjan
21.	Mr. Asadullah		MAIL	Faryab
22.	Mr. Ahmad Farid Kohi		MAIL	Faryab
23.	Mr. Ahmad Jawad Farhat		MAIL	Samangan
24.	Mr. Mohammad Aman		MAIL	Samangan
25.	Mr. Mohammad Azeem	Extension Officer	MAIL	Balkh
26.	Mr. Mohammad Husain	Extension Officer	MAIL	Balkh
27.	Mr. Abdul Wahab Nazari		MAIL	Balkh
28.	Mr. Naqibullah	Research Officer	MAIL	Balkh
29.	Mr. Toryalai	Research Officer	MAIL	Balkh
30.	Mr. Abdul Wahab Azizi	Forest Officer	MAIL	Balkh
31.	Mr. Sultan Aziz		Governor Office	Balkh

### Trainers and Organizers

32.	Mr. Ronnakorn Triraganon	Senior Program Officer	RECOFTC	Thailand
33.	Mr. Mr. Noorullah Malang	Project Manager	ACC/UNOPS	Kabul
34.	Mr. Mohammadulla Kohshani	Senior Training specialist	ACC/UNOPS	Kabul
35.	Mr. Mohammad Ismail Nasri	Senior Training specialist	ACC/UNOPS	Kabul
36.	Ms. Offie Pablo	Capacity Building Specialist	BSP/ECODIT	Kabul
37.	Mr. Jamil Seddiqi	Translation Officer	BSP/ECODIT	Kabul
38.	Mr. Ghulam Nabi Khurami	Provincial Director	NEPA	Balkh

### **Annex 3: Some lessons learned from the field**

- Local people have their own ways to address their problem
- Policy to support people participation is exist but limited in practice
- People do not feel they have to take their initiative to take any further action but waiting for government for help
- Some people gets more benefit from other, there is no good governance
- Participatory tools helps to understand the root causes of the local problems
- Local people are well aware of their problems
- Open questions give more answers
- Tools make people talk more and the discussion becomes lively thought people use different languages
- The field work needs to have more representatives from other people in the community
- There was no opportunity to work with women in the community
- Most people could not talk in Dari, it becomes another challenge in working with local people
- Questions must be simplified otherwise local farmers got confused
- People are willing to share their stories and problems

## Annex 4: Examples of Feedback of the day

Sunday, 3.05.09

Sad	Normal	Happy
<ul style="list-style-type: none"> <li>• I am sad, the time was not used as it was scheduled</li> <li>• I am not happy because the time was not used as it was planned.</li> <li>• I am not satisfied because of time.</li> <li>• The subject matter was good but it was explained very fast.</li> <li>• I am not happy because of time management.</li> <li>• I am sad and want Prof.Nasery to be here (with us) for one week.</li> </ul>	<ul style="list-style-type: none"> <li>• The program is normal</li> <li>• I am normal because the lesson was taught in a better way.</li> <li>• I hope the time be watch as its scheduled for the program.</li> <li>• It was normal, I am in middle.</li> <li>• The lesson was conducted in normal situation, I am happy the method of the lesson was conducted well.</li> <li>• I am normal because the lessons were supposed to be ended on 3:30pm. But ended at 4:30 pm</li> <li>• Normal because it was the first day.</li> </ul>	<ul style="list-style-type: none"> <li>• I am happy because the workshop is set up in historical city of Balkh and session on rehabilitation of forest is held by the participants of national and international trainers.</li> <li>• I am happy because there was good discussion on many issues.</li> <li>• Our lesson conducted in good atmosphere.</li> <li>• The training was useful</li> <li>• The lesson was excellent, we wanted to learn something.</li> <li>• The lesson on development of community forest was interesting, the time be used properly.</li> <li>• Really I understand more from the workshop.</li> <li>• I am happy. This was a nice day because I have learned good things on forestry.</li> <li>• I am very happy to learn from participant in this workshop. The subjects were completely new for me.</li> <li>• The scientific subjects were discussed and the time was used greatly.</li> <li>• The lessons were understood. It was the first day. The time was used a little waste, hope in future it be not.</li> <li>• I am happy because the lessons were understandable.</li> </ul>

Monday, 4 .05.09

Sad	Normal	Happy
<p>NIL</p>	<ul style="list-style-type: none"> <li>• The feeling of cooperation seemed among the participants at the class.</li> <li>• The lessons/ subjects were very good but the servicing of food was not on the 4<sup>th</sup> floor.</li> <li>• Participants were very patient.</li> <li>• Today's subjects were more interested</li> <li>• A portion of time was expended without lesson.</li> <li>• Very useful/ learning</li> <li>• It was normal because every</li> </ul>	<ul style="list-style-type: none"> <li>▪ All the subjects were discussed under good participation</li> <li>▪ The lessons were arranged properly</li> <li>▪ Today's lessons were better comparing to yesterday.</li> <li>▪ The lessons were energized</li> <li>▪ Different discussion took place on community and government</li> <li>▪ It was learning and interesting</li> <li>▪ Teaching was according to the program</li> <li>▪ The time was used properly</li> <li>▪ All of the learning facilities were available</li> <li>▪ The lessons were useful than yesterday.</li> <li>▪ The lectures were presented on the exact time( proper)</li> <li>▪ It was useful than yesterday</li> <li>▪ The teacher was very patient</li> <li>▪ The method of throwing ball was used for questioning</li> </ul>

	<p>one (participants) was involved.</p> <ul style="list-style-type: none"> <li>• Topic were not important but the discussion was attractive/interesting.</li> </ul>	and answering that kept the class in good management.
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**Tuesday, 5.05.09**

<b>Sad</b>	<b>Normal</b>	<b>Happy</b>
	<ul style="list-style-type: none"> <li>▪ The lessons were normal but I am a little un happy because some people do not have experience to stand on the boards. If the want to stand in front of the boards should learn how to stand.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give enough time for each</li> <li>▪ I am happy</li> <li>▪ I am completely satisfied</li> <li>▪ Always I am happy</li> <li>▪ The lesson were undersootd able</li> <li>▪ The lessons were interesting</li> <li>▪ The lesson was very good</li> <li>▪ Ok</li> <li>▪ Happy</li> <li>▪ The service team worked well</li> <li>▪ The group activities were good ( 2) person</li> <li>▪ Excellent</li> <li>▪ Very good</li> <li>▪ The lesson was good for that reason I did not feel tiredness</li> <li>▪ The subjects were good</li> <li>▪ Very good and excellent</li> </ul>

**Wednesday 6.5.2009**

<b>Sad</b>	<b>Normal</b>	<b>Happy</b>
<ul style="list-style-type: none"> <li>▪ To day's lessons were very tiredness because the teacher looks sad (tired)</li> <li>▪ To day was tiredness for me comparing to the other days in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To day's program was a little tiredness.</li> <li>▪ Little boring</li> <li>▪ was good</li> <li>▪ It was normal like the other days.</li> <li>▪ To day's lessons were conducted normally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The lesson was very good</li> <li>▪ It was very good but on the afternoon.</li> <li>▪ The subjects were good and made us happy.</li> <li>▪ The lessons were understandable</li> <li>▪ The program was very good and understand able</li> <li>▪ The lessons were good</li> <li>▪ Since, the new method was used, I am very happy because I learned a new methodology.</li> <li>▪ Thanks from Ron. Jamil Jan and Massoud that used the new methodology</li> <li>▪ The new methodology was helpful and assist us to learn more to add on our knowledge/ experience.</li> <li>▪ The lesson was good and understand able but in the morning lessons were more. Any way I am happy.</li> </ul>

## Annex 5: Evaluation Results

### FEED BACK FROM PARTICIPANTS

#### I. PREPARATION / LOGISTICS

##### 1. Travel arrangement

[13] Excellent    [11] Good    [2] Fair    [ ] Moderate    [ ] Poor

##### 2. Accommodation & Food

[19] Excellent    [6] Good    [ ] Fair    [ ] Moderate    [ ] Poor

#### II. LERNING PROCESS

##### A. CLASS SESSIONS

##### 1. Training contents

[20] Excellent    [5] Good    [ ] Fair    [ ] Moderate    [ ] Poor

##### Why?

- *It was excellent. The trainer was outstanding*
- *Because we had good group discussions*
- *The issues discussed in the training were all new for us in Afghanistan*
- *Because of active Participation*
- *It was Remarkably interesting contents in this training*
- *We had enough exercise in all parts of the training which is of great importance in learning*
- *The training environment was very learning with great attention to active participation*
- *The training contents was very interested and it was facilitated very smoothly by the experienced and kind trainer*
- *It was very good, useful and learning*
- *Training contents was very understandable*
- *Training content was interesting. The course content was facilitated in a very smooth and nice way. We were equipped with new skills, knowledge and information on CFD*

##### 2. Hand-outs

[19] Excellent    [7] Good    [ ] Fair    [ ] Moderate    [ ] Poor

##### Why?

- *We were able to receive the handouts in a timely manner*
- *The hand-outs were provided to the participants on time*
- *Hand-outs were distributed to participants on time and issues were interesting*
- *We had proper access to handouts*
- *The hand-outs were very good but we it would have been better if we could have received table of contents in advance so that we were able to organize all hand-outs accordingly*
- *We received all the necessary and relevant material*
- *Sometimes distribution of the hand-outs was not on time*
- *The hand-outs were fine but there were few translation problems in meaning of some of the terms and sentences. However group work and discussions helped our better learning. Sharing of experiences among each other was very good*

### 3. Facilitation

[19] Excellent    [6] Good    [ ] Fair    [1] Moderate    [ ] Poor

Why?

- *Facilitation was excellent since new and useful methods were applied in this training*
- *It was very good, with good facilitation methods*
- *The training was being facilitated according to the planned program*
- *We had all the facilities necessary for the training, and good methods were used for facilitation (introduction methods)*
- *Very nice explanation and demonstration by the trainer and proper interpretation by the interpreters*
- *Still there were few problems*
- *Facilitation was outstanding; the trainer was very skillful in facilitating training as well as the interpretation was great. Time management was also marvelous*

### 4. Workshop Duration

[6] Excellent    [ 5] Good    [6 ] Fair    [8 ] Moderate    [1 ] Poor

Why?

- *Because this training was about CF*
- *Because CF concept is very important*
- *The course duration should have been longer, we hope such trainings be longer in the future*
- *Considering Afghanistan context, such trainings can be very effective, thus the duration of this training should have been at least for one month or it should be repeated one more time for two weeks*
- *Because the training material and everything best fit the training duration*
- *It should have been longer*
- *Because training material required longer course*
- *Training duration was average neither very long nor short*
- *The training duration was fair, in my view 12 day was not enough, it should have been at least 20 or 30 days.*

### **B. FIELD PRACTICE**

[5] Excellent    [14] Good    [2] Fair    [5] Moderate    [1] Poor

Why?

- *Because time was short, transportation facilities were poor, we should have taken our own food to the site*
- *Since the field practice complemented our theoretical lessons*
- *We practiced the lessons we had learned about CF*
- *It was very good considering the current context*
- *We had all the equipment and material necessary for field practice, but the site (forest) was not very good for field practice*
- *Because directors, officers and all went to the site in old vehicles*
- *It was acceptable, and we were able to talk with people and involve them in the process*
- *Villagers participation was not very good (less people participated)*
- *It was very good but long way to the site*
- *Field practice was good but all the necessary facilities were not provided*

### **III. KEY LEARNING POINT**

How much do you learn from these topics? (Please✓)

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Moderate</b>	<b>Poor</b>	<b>Any reason??</b>
CF Concept and Principles	17	8	1			
CF management planning	16	9	1			
CF Objectives	18	7	1			
Participation and Participatory Tools	16	9				
Facilitations	19	7	1			
CF Monitoring and Evaluation	15	10				
Application in Afghanistan	8	13	3		1	

**What would you like to share about this training to your colleagues?**

- *Participation and Participatory Tools*
- *CF concept and principles, CF management plan*
- *All the abovementioned topics in the chart*
- *CF application in Afghanistan*
- *All the topics that we learned*
- *We would like to share all the topics that we learned in this training to our colleagues*
- *Participatory Process*
- *Participatory work, public involvement in CF and coordination with government*
- *Participation and Participatory tools*
- *CFD*
- *CFD principles*

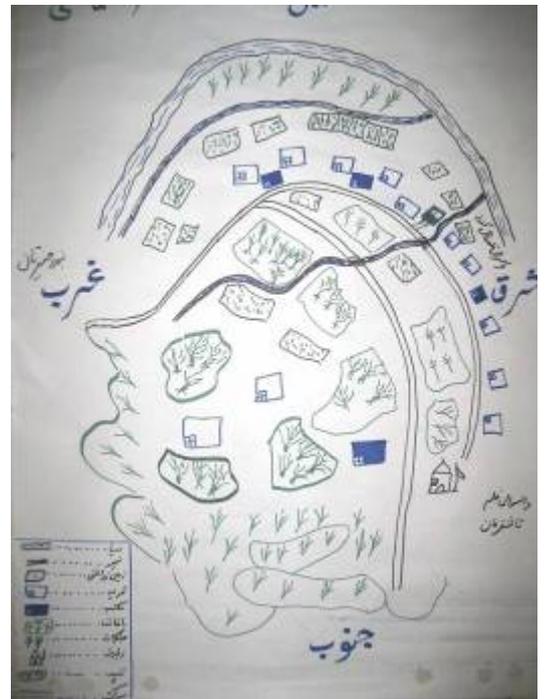
**How have your initial expectations been met?**

- *Our initial expectations were met to extend possible*
- *70 %*
- *Our expectations were met very well*
- *Our initial expectations properly addressed*
- *Generally all of our initial expectations were addressed*
- *Mostly*
- *90 % of my initial expectations was addressed*

Thank you very much for your feedback and wish you a safe journey back home!!!!

## Annex 6: Examples of Training Outcome





## Annex 7: Participants' Action Plans

### Group # 1-A: Public Involvement in protection of forest trees in Marmul District

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Awareness of people from the forest law</li> <li>• Erosion control</li> <li>• Flood control</li> <li>• Economic strength of people</li> <li>• Harvesting of good fruits</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• MAIL</li> <li>• Local community Shura</li> <li>• Funding resource</li> <li>• Herders</li> <li>• Stake holders around the forest</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• People view/ idea</li> <li>• Protection of forest by people and government continually</li> <li>• Surveying of relevant area</li> <li>• Finding the boarders of the site</li> <li>• Date of start: Hute,89</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• Suggestion of propel on the bases of their need</li> <li>• Awareness of the stakeholders from the forest law</li> <li>• Participation of the stake holders in recognition of their problems</li> </ul>

### Group # 1-B: Rehabilitation of Pistachio forest in Charkent District

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• For benefit and growing of pistachio forest</li> <li>• Recognition of the best methodology for protection of pistachio forest</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• MAIL</li> <li>• NEPA</li> <li>• Local people</li> <li>• Protection shura of the forest</li> <li>• Funding resources</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• Meeting with local people</li> <li>• Evaluation by questioning and answering</li> <li>• Mapping of the sit with consultation of the local people.</li> <li>• Arrangement of seasonal calendar with consultation of people</li> <li>• Using of traditional knowledge</li> <li>• Starting date: from 1389- Hote 1393</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• People show the better way for protection of Pistachio forest and select the direct seed plantation approach</li> </ul>

### Group # 2: Establishment of committee for Kabul Green Belt

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Integrating of the local people.</li> <li>• Give the sense of ownership to people</li> <li>• Encouragement of the local people</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• Local community Shura</li> <li>• Relevant organizations</li> <li>• NGOs</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• Participatory mapping on borders of the area</li> <li>• Making of seasonal calendar</li> <li>• Demarcation of matrix</li> <li>• Time line</li> <li>• Starting date: July 2009 – November, 2009</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• The real representative of people that could act as represent of the people</li> <li>• People or their representative have capacity to participate in Committee</li> <li>• Representative of people be involve in the committee officially.</li> </ul>

### Group # 3: Problem Analysis and Control for the overuse of forest in Chapa Dara

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Using of the forest on logical basses</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• MAIL</li> <li>• NEPA</li> <li>• Local community of Shurhapadara</li> <li>• Clergies and Mullahs</li> <li>• Local security departments</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• Date: 1/3/ 1389 up to 30/6/ 1389</li> <li>• Set up of meeting for making of procedures how to use forest in a wisely with using of participatory tool.</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• Using of the proper mechanism for the forest controlling</li> <li>• Cedres dudara . Circus and pins trees are in 500 ha</li> <li>• - 80 % of the forest site is protected.</li> </ul>

### Group # 4; Establishment Forest Management Council in Cheghet District of Samangan

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Analyses of the key problems with the help of the people.</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• Provincial council</li> <li>• MAIL and NEPA</li> <li>• NGOs</li> <li>• Local people</li> <li>• Clergies</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• Analyses of people needs , connected to forest management.</li> <li>• Using of social map for collection information from the sit.</li> <li>• Ecological lines</li> <li>• Time line</li> <li>• Seasonal calendar</li> <li>• Starting date( 1/3/ 1389 – 1/4/ 13890</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• List of people problem related to forestry</li> <li>• Finding of solution by people</li> </ul>

### Group # 5: Problem Analysis and Control for air pollution in Mirabad

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Recognition of the cause for air pollution</li> <li>• Participation of people in problem solving</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Local community Shura</li> <li>• Clergies</li> <li>• Intuitions</li> <li>• People and merchants</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• TO gathering the suggestion of the local people by using of question and answer tool.</li> <li>• Surveying and visit from the sit</li> <li>• Meeting with people individually and collectively on a fixit day ( bazzar day, wedding or during the Friday praying time)</li> <li>• Date( From Hamal – jawza.1389)</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• People share their idea on the base of their needs</li> <li>• List of the root cause for pollution on the bases of the people experiences.</li> </ul>

### Group # 6; Water Problem Analysis and Improvement in Langer District

<p>Objective/ Why?</p> <ul style="list-style-type: none"> <li>• Understanding of the cause for water shortage by the people.</li> <li>• Participation of the people to find out the root cause for water shortage.</li> </ul>	<p>With whom?</p> <ul style="list-style-type: none"> <li>• Local people of Langar</li> <li>• Local Shura</li> <li>• NGOs</li> <li>• Irrigation department</li> <li>• Farmers and herders, nomad people.</li> </ul>
<p>How? When?</p> <ul style="list-style-type: none"> <li>• Collecting of the people view/ idea</li> <li>• By using of questioning and answering tool</li> <li>• Mapping and problem trees</li> <li>• Time line</li> <li>• Stake holders analyses</li> <li>• Ranking</li> <li>• Duration for 2 months</li> </ul>	<p>Indicators</p> <ul style="list-style-type: none"> <li>• List of the cause for water shortage from the people point of view</li> <li>• Participation of people for finding of the problems</li> <li>• Making of an action plan by the stake holder to solve the problems</li> </ul>