



USAID
FROM THE AMERICAN PEOPLE

AFGHANISTAN

TRAINING REPORT

ENVIRONMENTAL PROTECTION AND MANAGEMENT TRAINING DELIVERED AT UNIVERSITY OF THE PHILIPPINES, LOS BAÑOS

RESOURCES, ENVIRONMENT AND ECONOMICS
CENTER FOR STUDIES, INC.

MARCH 2009



This document was produced for the United States Agency for International Development and the Biodiversity Support Program for NEPA (BSP/NEPA).



AUTHORITY AND OWNERSHIP

This publication is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of the Prosperity, Livelihoods and Conserving Ecosystems (PLACE) Indefinite Quantity Contract Number EPP-I-02-06-00010-00, Task Order #02 awarded 05 November 2007, entitled Biodiversity Support Program for NEPA (BSP/NEPA).

The contents are the responsibility of ECODIT Biodiversity Support Program for NEPA and do not necessarily reflect the views of USAID or the United States Government. This report is the property of USAID and all findings, conclusions and recommendations shall be considered confidential and proprietary.

PREPARED FOR:



BIODIVERSITY SUPPORT PROGRAM FOR NEPA (BSP/NEPA)

BIODIVERSITY SUPPORT PROGRAM FOR NEPA IMPLEMENTING PARTNERS:

ECODIT, Inc.
1800 N. Kent Street, Suite 1260
Arlington, VA 22209
USA

Tel: +1-703-841-1883
Fax: +1-703-841-1885
Web: www.ecodit.com

BSP/NEPA office
Kart-e Char
Kabul, Afghanistan

Tel: +93 (0) 777-825-855
Tel: +93 (0) 777-825-840
email: chatch@ecodit.com

With:



Development & Training Services, Inc. (dTS)
1100 N. Glebe Road, Suite 1070
Arlington, VA 22201
USA

Tel: +1-703-465-9388
Fax: +1-703-465-9344
Web: www.onlineDTS.com

Biodiversity Support Program for NEPA



**NEPA ENVIRONMENTAL PROTECTION AND MANAGEMENT TRAINING
TREES, College of Forestry and Natural Resources, University of the
Philippines Los Baños, College, Laguna PHILIPPINES
November 17, 2008 – February 10, 2009**

TRAINING COMPLETION REPORT

Submitted by

Resources, Environment and Economics Center For Studies, Inc.

March 17, 2009
Revised



TABLE OF CONTENTS

1. Background.....	1
2. Objectives of the Training.....	1
3. The Trainees, Positions and Agency, and Training Team.....	1
4. Lecture Topics and Resource Persons.....	2
4.1. English Refresher Course.....	2
4.2. Technical Component.....	3
4.3. Field Observations	6
5. Training Methodology.....	12
5.1 Opening Session.....	12
5.2 Formal Welcome Program.....	12
5.3 The Training Vision and Objectives Setting.....	12
5.4 Leveling Off.....	13
5.5 Daily Training Implementations Approach.....	14
6. Integrated Framework Planning.....	15
7. Environmental Impact Assessment and Codification Process.....	16
8. Training Evaluation.....	16
8.1 Overall Course Evaluation.....	16
8.2 Individual Topic Evaluation.....	21
8.3 Trainees' Performance Evaluation.....	23
8.4 Trainee's Knowledge and Capability Improvement.....	24
9. Lessons Learned, Problems and Issues.....	25
10. Training in Action: Activities and Places visited in Luzon and Mindanao...	26

LIST OF TABLES AND FIGURE

- Table 1.** NEPA EPM Major Topics, Subject Matters, Schedule and Resource Persons
- Table 2.** Schedule, Places Visited, Field Activities Conducted and Resource Persons
- Table 3.1** Ratings of the Trainees' Confidence Level
- Table 3.2** Ratings of Training Course
- Table 3.3** Additional Topics for Integration into the Training Course
- Table 3.4** Additional Training Courses Recommended by the Trainees
- Table 3.5** Ratings of Training Management
- Table 3.6** Recommendations for Course Improvement
- Table 4.** Trainees' Evaluation of Topics/Resource Persons
- Table 5.** Trainees' Performance Evaluation
-
- Figure 1.** Average Rating of Topics/Resource Persons

LIST OF APPENDICES

Appendix A – Proposed Integrated Framework Plan for the Development and Management of Ecosystems in Afghanistan

Appendix B – Assessment and Codification of Environmental Impacts

Appendix C – Resource Persons

Appendix D – Trainees’ Rating by Topic and Resource Person

Appendix E – Evaluation Forms

TRAINING COMPLETION REPORT

NEPA Training on Environmental Protection and Management

1. Background

Afghanistan is currently faced with many environmental problems, namely: limited fresh and potable water supply, flooding and droughts, soil degradation, overgrazing, deforestation, desertification, air and water pollution and biodiversity loss. These threaten the provision of the basic needs of the Afghan people. Hence, the country's National Environmental Protection Agency (NEPA) still has a big task ahead of it since its establishment in 2005. The agency is in charge of environmental policy-making, regulation, coordination, monitoring and enforcement. For NEPA to do its role more effectively there is a need for capacity building among its staff and partner government and non-government agencies. This can be done through trainings which include environmental protection and management in decision-making, most especially those involving development activities.

2. Objectives of the Training

The primary objective of the training course was for the trainees to gain technical capabilities and practical know-how on Environmental Protection and Management and Environmental Impact Assessment, for them to protect the interests of the Afghan people and their biodiversity.

Its specific objectives were for the trainees to:

1. Functionally understand and express themselves in Simple English;
2. Understand the principles behind the interrelationships of the environmental and natural resource systems;
3. Prepare an Integrated Framework Plan for ecosystems development and management for Afghanistan;
4. Conduct an Environmental Impact Assessment and codification of some projects or activities that will fully consider the implications of development activities to its environment, society and biodiversity.

3. The Trainees, Positions and Agency, and Training Team

Two trainees were from NEPA and three were from Ministry of Agriculture, Irrigation and Livestock (MAIL). An interpreter from ECODIT was also present during the whole 3 months of training. Their names, positions and agencies are shown below:

1. Sayed Humayon Jalal

Wild Animal Survey Manager
Department of Natural Resource Management
Ministry of Agriculture, Irrigation and Livestock

2. Saeeda Jawad

Translator and Interpreter
ECODIT

3. Mohammad Sharif Poya

National Heritage Protection Manager
National Environment Protection Agency

5. Rahila Qahir

Manager of Genetic Resource Management
Department of Natural Resource Management
Ministry of Agriculture, Irrigation and Livestock

6. Ghulam Dastageer Sarwaree

Rangeland Manager
Department of Natural Resource Management
Ministry of Agriculture, Irrigation and Livestock

7. Ghulam Dastageer Sultani

Staff
National Environmental Protection Agency
Parwan Province

The REECS Training Team is composed of the following:

1. Tonie O. Balangue, Ph.D.
Training Course Manager (TCM)
2. Emma M. Escover
Welfare Support Coordinator (WSC)
3. Viel Hiyas Socorro M. Luis
Training Assistant

4. Lecture Topics and Resource Persons

4.1 English Refresher Course

This component of the training was designed to improve English comprehension of the trainees and prepare them in the technical training course. Its duration was 7 days and was implemented with the following specific activities:

- a. Leveling of expectations
- b. English as a universal language
- c. Communicating about the self
- d. Communicating daily concerns
- e. Communicating observations
- f. Communicating about trainees' work
- g. Presentation of outputs of trainees

- h. Viewing of environmental documentaries with discussion
- i. Presentation of environmental concerns
- j. Conduct of interview by trainees
- k. Presentation of trainees' reports on the interviews that they conducted
- l. Proper reporting in English

Impacts of component 1 to the trainees:

- a. More confident to speak in English
- b. Better pronunciation of some English words
- c. Improved delivery of oral report

The resource persons involved in this component are shown in **Appendix C**.

4.2 Technical Component

The technical component of the training course covered five major topics:

a) Environmental system and ecosystems management; b) Environmental impact assessment and environmental protection and management; c) Field observations of community-based and corporate projects on environment and natural resources; d) Integrated framework planning for ecosystems development and management¹; and e) Environmental impact assessment and codification.

The subject matters in each of the major topics, resource persons and their respective schedules are shown in **Table 1**. The qualifications of the resource persons are summarized in **Appendix C**.

¹ Originally designed as an action planning exercise. Due to the need to demonstrate the integrative ability of the participants considering all that they had learned in the lectures, exercises and field observations, the action planning exercise was changed into an integrated framework planning exercise. The other reason was that action planning needed more time than framework planning.

Table 1. NEPA EPM major topics, subject matters, schedule and resource persons.

Date	Topic	Resource Person
2008	Environmental System and Ecosystems Management	
Dec. 1	Functions and Services of the Environment and the Interaction of Different Ecosystems	Dr. Germelino Bautista
Dec. 1	Rangeland Management	Mr. Eduedo Magboo
Dec. 2	Agro-ecosystems and Food Security	Dr. Enrico Supangco
Dec. 2	Forest Ecosystems, Forest Goods and Services	Dr. Enrique Tolentino
Dec. 3	Biodiversity – Systems, Habitats, Species	Dr. Manuel Castillo
Dec. 3	Air and Water – Cycles and Weather	Dr. Marco Galang
Dec. 4	Energy – Fossil Fuels and Potential Renewable Sources	Dr. Edgardo Casas
Dec. 5	Orientation and Lecture on Philippine Environment Protection and Management by the Environmental Management Bureau, DENR	Atty. Jonas Leones/ Engr. Cesar Siador
Dec. 5	Orientation and Lecture on Philippine Protected Area System Management by the Protected Areas and Wildlife Bureau, DENR	Mr. Nelson Castillo
Dec. 8	Ecosystems and their Interdependencies in the Mt. Makiling Forest Ecosystems by the MCME, CFNR, UPLB	Dr. Jose Sargento
Dec. 9	Urban Ecosystems	Ms. Noela Lasmarias
Dec. 9	Mining and Environment	Engr. Rodolfo Velasco, Jr.
Dec. 10	Pollution (Air, Water and Noise)	Dr. Gem Castillo
Dec. 10	Global Warming and Climate Change: Mitigation and Adaptation	Dr. Diomedes Racelis
Dec. 11	Deforestation, Land Degradation & Desertification	Dr. Enrique Tolentino
Dec. 12	Population, Human Settlements and Environmental Health	Dr. Mike Vergara, M.D.
Dec. 12	Natural Calamities (Earthquake, Flood, Drought)	Dr. Diomedes Racelis
Dec. 15	International Agreements and Conventions (UNFCCC, CBD, CCD etc.) and Environmental Laws and Policies of Some Developing Asian Countries	Atty. Jonas Leones
	Environmental Impact Assessment and Environmental Protection and Management	
Dec. 16	Overview of Environmental Impact Assessment (EIA): Operating Principles and Best Practices	Dr. Germelino Bautista
Dec. 17	Physical Biodiversity Resources Accounting (with exercises)	Dr. Antonio Carandang
Dec. 18	Principles and Practices of Biodiversity Valuation (with exercises)	Ms. Rina Rosales
Dec. 19	Biodiversity Offset (with exercises)	Ms. Noela Lasmarias
Dec. 22	Cost Benefit Analyses (CBA) of Alternative Land Uses of Forest Lands	Dr. Tonie Balangue
Dec. 23	Strategic Environmental Assessment (SEA)	Dr. Germelino Bautista
Dec. 31	Public Participation in EIA	Dr. Tonie Balangue
Jan. 5	Project Screening System & Criteria	Dr. Tonie Balangue
Jan. 5	Social Impact Assessment (SIA) in the Context of EIA and Environmental Protection and Management (EPM)	Dr. Juan Pulhin
Jan. 6	Biodiversity Impact Assessment (BIA)	Dr. Manuel Castillo
Jan. 6	Quantification of Physical Environmental Impacts	Dr. Tonie Balangue

Date	Topic	Resource Person
	Environmental Impact Assessment and Environmental Protection and Management	
Jan. 7	Community-Based Environmental Resources Management	Dr. Tonie Balangue
Jan. 7	Payment for Environmental Services	Dr. Tonie Balangue
Jan. 8	Disaster Risk Reduction and Management	Dr. Mike Vergara, M.D.
Jan. 9	Climate Change Mitigation & Adaptation Policies	Dr. Florencia Pulhin
Jan. 9	Social Preparation	Ms. Ester Batangan
Jan. 12	Hazardous Waste Management	Engr. Chona Cristobal
Jan. 12	Environmental Instrumentation and Monitoring	Dr. Tonie Balangue
Jan. 13	Environmental Management Planning: Health and Social Aspect	Dr. Mike Vergara, M.D.
Jan. 13	Disaster Risk Reduction: Physical Aspect	Dr. Tonie Balangue
Jan. 14	Improvement of the Site's Physical Properties in Aid of Land Restoration	Dr. Marco Galang
Jan. 14	Environmental Impact Mitigation: General Guidelines	Dr. Tonie Balangue
Jan. 15	Urban Project Assessment	Prof. Roque Magno
Jan. 15	Environmental Rehabilitation/Restoration: Biodiversity (Plant component)	Dr. Manuel Castillo
Jan. 16	Environmental Rehabilitation and Restoration (Chemical)	Engr. Chona Cristobal
Jan. 16	Los Baños' Solid Waste Management Project	Los Baños Municipal Staff
Jan. 17	Land Use Planning	Dr. Joey Regunay
Jan. 19-25	Field Observations on ENR Community-Based Projects and projects initiated by LGU and private sector	Dr. Tonie Balangue and Ms. Emma Escover
	1. 2 sites of Community-Based Agroforestry Projects in Bukidnon	
	2. Mt. Kitanlad Protected Area Management Project in Bukidnon	
	3. Community-Based Watershed and Reforestation Project in Marilog Watershed	
	4. Holcim Limestone Mining Operations in Davao City	
	5. Solid Waste Management of Davao City Chamber of Commerce and Industry, Inc.	
	6. Ayala Center Solid Waste Management Facility	
	7. Muntinlupa Waste Water Treatment Facility	
Jan. 26	Wildlife Rehabilitation	Asst. Prof. Juancho Balatibat
Jan. 28-30	Integrated Framework Planning for Development and Management of Ecosystems in Afghanistan	Dr. Tonie Balangue
Feb. 5-8	Environmental Impact Assessment and Codification	Dr. Tonie Balangue
Feb. 9	Review and Evaluation of the Framework Plan and EIA and Codification	Dr. Tonie Balangue Dr. Gem Castillo Ms. Noela Lasmarias

4.3 Field Observations

The places visited and activities conducted are shown in **Table 2**.

Table 2. Schedule, places visited, field activities conducted and resource persons.

No.	Date	Place	Activity	Resource Person/Person in Charge
Luzon and Metro Manila				
1	Nov. 17, 2008 (M)	SM Sucat	Trainees shopped for some basic necessities since their luggage were left behind.	Trainees accompanied by the Welfare Support Coordinator (WSC), Ms. Emma Escover
2	Nov. 18 (T)	IRRI Rice World	Tour of the rice museum with international collection of rice	Staff of IRRI's Visitors office; trainees accompanied by the Training Course Manager (TCM), Dr. Tonie Balangue, and Training Assistant, Ms. Viel Luis
3		Gate of the University of the Philippines Los Baños (UPLB) to D.L. Umali Hall	Orientation tour from the University gate to the Auditorium	Trainees accompanied by the TCM and Training Assistant
4	Nov. 20 (Th) - Nov. 28 (F)	College of Development Communication, UP Los Baños	English Refresher Course	Team of 7 CDC staff headed by Dr. Madeline Suva
5	Nov. 21 (F)	UPLB Freedom Park	Rest and Recreation	Trainees accompanied by the Training Assistant
6	Nov. 22 (Sat)	SM Megamall, Pasig City	Rest and Recreation	Trainees accompanied by the Training Assistant
7	Nov. 29 (Sat)	1 M Agrofuel Development Ventures, Balite, Silang Cavite	Solid waste management project - converting fresh coconut husk to charcoal (briquette)	Mr. Juan Marquez; trainees accompanied by the WSC and Training Assistant
8		Upland Farms and Roadside Nurseries of Ornamental Plants and Fruit Trees, Tagaytay City and Silang, Cavite	Observed multiple cropping in upland farms and optimum use of small lots along the road for production of ornamental plants and seedlings of fruit trees	Mr. Juan Marquez; trainees accompanied by the WSC and Training Assistant
9		Mushroom Burger Tagaytay City	Lunch (Mushrooms are grown just behind the restaurant)	Trainees accompanied by WSC and Training Assistant

No.	Date	Place	Activity	Resource Person/Person in Charge
10	Nov. 29 (Sat)	Tagaytay Picnic Grove	Rest and Recreation - observed the small active Taal Volcano located in Taal Lake	Trainees accompanied by the Training Assistant
11	Dec. 3 (W)	Permanent Field Laboratory Area (PFLA) CFNR, UPLB	Demonstration of how to measure biodiversity in a particular area	Dr. Manuel Castillo; trainees accompanied by the Training Assistant
12		Agromet Station, UPLB	Demonstration of the various agrometeorological equipment	Dr. Marco Galang; trainees accompanied by the Training Assistant
13	Dec. 4 (Th)	Guest House 1, UPLBCFNR, College, Laguna	Attended graduation of Livestock Production Training	Male trainees accompanied by the WSC and Training Assistant
14	Dec. 5 (F)	Environment Management Bureau, DENR Compound, Visayas Avenue, Diliman, Quezon City	Courtesy call to Dir. Julian Amador represented by Asst. Director, and briefing on EMB's Organizational Structure and EIA Systems being practiced by EMB	Briefing was conducted by Division Chief of EIA, Engr. Cesar Siador; trainees accompanied by TCM and WSC
15		Protected Areas and Wildlife Bureau, Elliptical Road, Quezon City	Briefing on PAWB's functions and activities; tour of the zoo	Mr. Nelson Castillo; trainees accompanied by the WSC
16		SM Megamall, Pasig City	Ms. Rahila Qahir and Mr. G.D. Sarwaree bought laptops	Trainees accompanied by the TCM and WSC
17	Dec. 7 (Sun)	Contados' Residence, Kanluran Street, College, Laguna	Get together of UPLB foreign students; trainees were invited to attend thru one of the instructors in English	Dr. Serlie Jamias (FOCUS); trainees accompanied by the Training Assistant
18	Dec. 8 (M)	Mt. Makiling	Briefing on Mt. Makiling and discussion on how the various resources are utilized	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
19		Makiling Botanical Gardens	Briefing and observation of the various flora in the Makiling Botanical Garden	Dr. Jose Sargento/Mr. Roberto Cereno; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant

No.	Date	Place	Activity	Resource Person/Person in Charge
20	Dec. 8 (M)	Philippine Raptors Center	Briefing and observation of the various raptors in the Botanical Garden	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
21		Boy Scouts of the Philippines	Observed portion of Mt. Makiling lease to the Boy Scout of the Philippines; area used for camping and other activities	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
22		National Arts Center	Observed portion of Mt. Makiling lease to the National Arts Center for use in cultural activities and Philippine High School for the Arts	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
23		IRRI	Observed the other side of Mt. Makiling	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
24		Kamayán sa Palaisdaan	Lunch	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
25		Mak-Ban Geothermal Plant	Briefing on power generation and some discussion on the Plant's community activities as part of their corporate social responsibility	Geothermal Plant Staff and Dr. Jose Sargento; trainees accompanied by WSC, Dr. Gem Castillo and Training Assistant
26		Luisa Ridge Resort	Show how natural hot spring water is used for eco- tourism	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
27		La Vista Pansol	Show how natural hot spring water is used for eco-tourism	Dr. Jose Sargento; trainees accompanied by the WSC, Dr. Gem Castillo and Training Assistant
28	Dec. 23 (T)	Coconut House, Quezon City	Lecture and discussion on strategic EIA	Dr. Germelino Bautista; trainees accompanied by the Training Team
29		Greenhills Shopping Center	Shopping and Dinner at Arya Persian Restaurant	Trainees accompanied by the Training Team

No.	Date	Place	Activity	Resource Person/Person in Charge
30	Dec. 24 (W) - Dec. 25 (Th)	Alfonso, Cavite and Tagaytay City	Spent Christmas Eve with the family of the WSC in one of the villages of Alfonso, Cavite; Visited Olivarez Plaza on Christmas Day in Tagaytay City and shopped	Trainees accompanied by the WSC
31	Dec. 28 (Sun)	Los Baños Park	Observed Laguna de Bay from the Park	Trainees accompanied by the WSC
32	Dec. 29 (M)	Metro Manila	Field trip to historical places, i.e., Fort Santiago, Intramuros, Rizal Park, Manila Bay Walk, and CCP area	Trainees accompanied by Training Course Manager and WSC
33		Mall of Asia	Shopping	Trainees accompanied by TCM and WSC
34	Dec. 31 (W)	Hillside Subdivision, Los Baños, Laguna	New Year's Eve Celebration with the TCM's Family	Trainees accompanied by the TCM
35	Jan. 1, 2009 (Th)	Grand Villa Butterfly Farm	Eco-Tourism	Trainees accompanied by the TCM
36	Jan. 17 (Sat)	KATIPS, Quezon City	Lecture on land use planning	Dr. Jose Regunay; trainees accompanied by TCM and WSC
37		Greenbelt Makati	Dinner and purchase of computer accessories by the trainees	Trainees accompanied by the TCM and WSC
MINDANAO FIELD TRIP				
38	Jan. 19 (M)	DENR Region 10 Offices, Cagayan de Oro City	Courtesy call to the DENR Region 10 Director and directors of MGB and PAWB; coordinated activities in Region 10	Dir. Adobo, Ms. Norma Palma; trainees accompanied by the Training Team
39		Consuelo's, Cagayan De Oro City	Dinner meeting with DENR Region 10 Director and Staff	DENR Region 10 Director and staff, trainees and Training Team
40		Dynasty Hotel, Cagayan de Oro City	Lodging Place	
41	Jan. 20 (T)	Manolo Fortich, Bukidnon	Visited the CENRO Office and had a briefing on various activities particularly on community-based management	CENRO and Norma Palma; trainees accompanied by the Training Team
42		PENRO, Malaybalay City	Courtesy call to the Provincial Director of DENR	

No.	Date	Place	Activity	Resource Person/Person in Charge
43	Jan. 20 (T)	Imbayao, Malaybalay	Visited a community-based agro-forestry project and was given a briefing by the Barangay Captain	Benjamin Maputi; accompanied by DENR-Research Staff and Training Team
44		Malibu Haus, Malaybalay City	Lodging Place	
45	Jan. 21 (W)	Inapatan, Bukidnon	Courtesy call to the Municipal Mayor; was given a guide and use of vehicle	Mayor of Inapatan; Ms. Myrna Decipulo and Ms. Norma Palma; trainees accompanied by the Training Team
46		Cinchona National Protected Area	Visited and observed the Cinchona National Protected Area	Ms. Myrna Decipulo of PENRO, Malaybalay, Bukidnon; trainees accompanied by Training Team
47		Binahon Agroforestry Farm, Kitanlad Protected Area, Inapatan, Bukidnon	Observed an agro-forestry project operated by a private firm; practices a number of innovative technologies; owner awarded as National Farmer Scientist	Ray Quidlat; trainees accompanied by Ms. Decipulo and Ms. Palma of DENR and Training Team
48	Jan. 22 (Th)	Forestry Inc.	Visited the laboratory of the Ecosystems Development Services of DENR Region 10 where extraction of essential oils was done	Ms. Myrna Decipulo; trainees accompanied by the Training Team
49		Bukidnon's Highest Peak		Trainees accompanied by Training Team
50		DENR Region 11 Davao City	Courtesy call to Regional Director of DENR Region 11 and other Department Heads	Trainees accompanied by Training Team
51		Casa Leticia, Davao City	Lodging Place	
52	Jan. 23 (F)	Davao River Watershed Area, Upper Kbalang, Manlog District, Davao City	Meeting with members of 2 People's Organizations and discussion on community-based agroforestry management	DENR Staff: Imma Go, Fred Zarasate, Enriqueta Monton, I. Pama, E. Montanez, Richard Vitucio, J. Beneroso; trainees accompanied by Training Team
53		Philippine Eagle Center, Malagos Protected Area	Observed the various Philippine Eagles captured in various parts of the Philippines and some bred in the Center	DENR Staff: Imma Go, Fred Zarasate, Enriqueta Monton, I. Pama, E. Montanez, R. Vitucio, J. Beneroso; trainees accompanied by Training Team

No.	Date	Place	Activity	Resource Person/Person in Charge
54	Jan. 23 (F)	Holcim Mining Area, Tibungco, Davao City	Observed extraction activity in a limestone mining site and visited site that has been restored and rehabilitated; 12-year old trees form the current forest cover in the rehabilitated area	Engr. Richard Virtudazo, GMB-DENR and Engr. Joel Badang, and Holcim Mines
55		CENRO Bangkal Davao City		Jose Salvador
56		Aldevinco Shopping Center	Shopping in a Muslim-dominated shopping Center	Trainees accompanied by the WSC and Training Assistant
57	Jan. 24 (Sat)	Davao Chamber of Commerce and Industry, Inc., Davao City	Had a briefing on the Davao City Chamber of Commerce and Industry, Inc. initiatives on solid waste management even prior to the enactment of RA 9003; monthly Recyclable Fair and recycling project of women association	Ms. Annie Abundo and Ms. Cora Baylon; trainees accompanied by the Training Team
58		Paradise Island Resort and Park, Samal Island	Eco-Tourism Activity (swimming)	Trainees accompanied by Training Team
59		Jack's Ridge, Davao City	Dinner; Eco-Tourism - observed the Davao City at night	Trainees accompanied by Training Team
60		China Town, Davao City	Night Market Shopping	Trainees accompanied by Training Team
METRO MANILA				
61	Feb. 3 (T)	Muntinlupa City Hall	Courtesy call to the Office of the Mayor thru the City Administrator Roberto Bunyi	Mr. Jet Pabilonia; trainees accompanied by Training Team
62		Muntinlupa Public Market	Visited the Muntinlupa Public Market Waste Water Treatment Facility and Bioreactor for composting	Mr. Jet Pabilonia; trainees accompanied by Training Team
63		Festival Super Mall Alabang	Lunch	Trainees accompanied by Training Team
64		Ayala Center Association Office, Makati City	Briefing on a Solid Waste Management Program of a private group, Ayala Center Association (ACA) in a business center; visited the ACA Materials Recovery Facility	Ms. Lilia Sesperes and Engr. Erickbert N. Calupe of ACA, and Ms. Avella Lipata of Jaram Hauling Services, partner of ACA in the disposal of waste collected from the Ayala Center. Trainees accompanied by the WSC and Training Assistant

5. Training Methodology

5.1 Opening Session

The opening session of the training on November 18, 2008 was attended by the trainees, the training staff and by the TREES Director and Administrator.

The opening program started at 9:00 AM of November 18, 2008. Dr. Tonie Balangue, the Training Course Manager (TCM), gave the welcome remarks. Then Ms. Saeeda Jawad, the interpreter, led the introduction of the trainees, followed by introduction of the training staff, and the TREES Director and Administrator.

Orientation of the trainees on the house rules of TREES was conducted by Dr. Cora Calimag, Director of TREES. The WSC of the REECS training management, Ms. Emma Escover, discussed the administrative and financial matters related to the training such as Daily Subsistence Allowance, prayer time, and other welfare support concerns.

5.2 Formal Welcome Program

At 5:00 P.M. on the first day of the training, a formal welcome program was held. Dr. Isabelita Pabuayon, a senior REECS member and Professor of U.P. Los Baños gave the welcome remarks. The UP Rural High School Glee club was invited and rendered songs in English and Filipino. A couple of resource persons were also present during the reception.

5.3 The Training Vision and Objectives Setting

The Training Course Manager (TCM) handled the first phase of the Visioning and Objective setting. A short workshop was conducted where the trainees identified the environmental problems in Afghanistan and how they will address such problems.

The visioning and objective setting was done through visualization, drawing and explanation of the vision by the trainees. The results of the visioning were:

Rahila

She envisioned Afghanistan's mountains to be covered with trees and the plains with grass.

Sultani

He visualized Afghanistan with cleaner air by reducing the vehicles on the roads. He also added the following points as solutions to certain problems in Afghanistan:

1. To decongest the population in the city, the government should provide better job opportunities in the provinces.
2. The roads should also be paved to lessen the dust in the air.
3. The importation of petroleum should also be regulated, most especially in Afghanistan's borders.
4. Importation of third hand vehicles should also be limited.

Sarwaree

He noted that protection and rehabilitation of natural resources will lead to its proper management and consequently help in poverty alleviation and economic growth. This will be possible by doing the following steps of strategic integrated development plan:

- 1) Assessment, 2) Management Plan, 3) Action Plan, 4) Implementation,
- 5) Maintenance and 6) Monitoring and Evaluation

Sayed

He saw wildlife management as a very important activity in protected areas and biodiversity conservation. Wildlife habitat should be further enriched with desired species.

Sharif

There should be more protected areas for establishment, development and management to protect important wildlife species (flora and fauna) and sustain genetic resources of wildlife. Management plans of protected areas should be prepared, well funded and implemented. The more protected areas established the better for climate change mitigation and for production of environmental services. He envisioned the participation of communities in protected area management. Degraded portions of protected areas should be planted with important trees and grasses to attract more wildlife.

Saeeda

She imagined Kabul city to have a clean environment and more greenery to beautify its surroundings. There should be waste management to address solid, air and water pollution. The use of low grade vehicle fuels that cause air pollution in Kabul city should be changed to higher grade fuels. Likewise, the use of second hand vehicles should be reduced to curb air pollution. More forest parks, street greenbelts and stream buffer forests in the city and backyard greenbelts should be established to diffuse air pollution.

After visioning and objective setting, the trainees were given an orientation on the various offices and institutions in the Los Baños academic and science community. They were also brought to the International Rice Research Institute to visit the IRRI Rice World Museum.

5.4 Leveling Off

To determine the knowledge level of the trainees about environmental protection and management, an objective and action setting was conducted still using the process of conceptualization through sketching and enumeration of site-based activities that need to be conducted. Most of the trainees worked on the sectors that are relevant to their work and fields of expertise instead of working on the environmental inter-relationships of the different sectors that they conceptualized. Their work, however, showed high understanding on range management, and protected area and biodiversity management but little understanding on agriculture, forestry (agroforestry, community-based forestry), watershed, environmental economics, environmental protection and management, environmental impact assessment, disaster risk reduction, climate change, environmental impact mitigation and rehabilitation. This activity was conducted on November 19, 2008.

The second part of the leveling off was the presentation and discussion of the different subtopics and activities to be covered in the course.

The original time schedule of daily lectures was 9:00 A.M. - 12:00 Noon and 1:30 P.M. - 5:00 P.M. but the trainees requested to have the lectures from 8:00 A.M. - 12 Noon and 1:30 P.M. - 4:00 P.M. due to their time of prayer.

It was also agreed that the topic on surveying be cancelled because most of the trainees had subjects on surveying during their college education. The topics below were suggested for inclusion:

1. Cost-benefit analysis of mining project
2. Payment for environmental services

A topic on community-based environmental and natural resources management was suggested during the meeting with Mr. Todd Johnson of Ecodit, Ms. Lina Jensen of USAID and Ms. Cristie Ututalum, Consultant of MAIL. It was also suggested to prepare a glossary of environmental terms at the end of the training which could eventually be translated to Dari for further dissemination to NEPA/MAIL staff. The training management accepted the suggestions to include them.

5.5 Daily Training Implementation Approach

The technical component adopted a daily training implementation approach involving the following:

Assignment of topic/subject matter reporter

This was necessary to further guide the trainees on report writing and presentation to further improve their skills in communication using the English language. At the same time, the contents of the report indicated the level of understanding of the trainees on the subject matter. Reporting was conducted every day from 8:00 A.M. - 8:30 A.M. followed by discussions of the questions, problems and issues raised by the other trainees.

Lecture/presentation of the topic/subject matter by the resource person

Resource persons were required to produce one lecture material or PowerPoint presentation written in simple English. They also used adult learning techniques that require active participation of the trainees such as exercises, use of meta cards in answering specific questions, discussion, role playing, clay molding, and actual field observation. These techniques were used in varying degrees by the resource persons taking into consideration the trainees' capacity as well as the time allotted to the topics.

Enhancement of the learning process

This activity was necessary to achieve the following purposes:

1. Provide further explanation and discussion to some gray areas in the lecture

2. Introduce additional information and knowledge on the subject matter
3. Test the absorptive learning capacity of the trainees
4. Create a lively learning atmosphere by conducting “role-play” activities where the trainees were required to participate. “Ice-breakers” were also conducted to re-energize the trainees especially when they feel sleepy during a lecture period.

These activities were usually done during the mid-portion of the lectures when the trainees felt that they need further explanation and revive their energy. The TCM and the training staff acted as the facilitators of the above activities.

In cases where the TCM and the WSC felt that there is a need to augment learning with actual field trips in nearby areas, the trainees were brought to places outside the training venue. The places visited are shown in **Table 2**.

Interpretation of the lectures, instructions and discussions

Training for non-English speaking participants requires an interpreter. The assistance of the ECODIT interpreter, Ms. Saeeda Jawad, greatly helped the trainees in interpreting and understanding the lectures and various briefings during field trips.

Resource persons were requested to prepare an easy to understand English lecture notes and/or PowerPoint presentations and these handouts were distributed to all the trainees including the training team. Books, brochures, Collins dictionary for adults, CDs and flash drives (4 GB) containing all papers presented in the training, and some materials from agencies visited during the field trips were also provided to the trainees².

All the training materials received by the trainees were shipped to ECODIT Kabul office a day before their departure from the Philippines.

6. Integrated Framework Planning

The culminating activity of the training was the drafting of an Integrated Framework Plan for the development and management of the ecosystems of Afghanistan by the trainees under the guidance of the TCM, mentors and reviewers. The objectives of the framework planning were to:

1. Measure the level of understanding of the trainees on the different topics through their inputs in the framework plan;
2. Test the capability of the trainees to integrate what they learned from the different topics in the course and translate these into framework policies and strategies; and
3. Enhance their capacity to work in a team with an immediate output.

² EIA guidelines of the Philippines (EMB-DENR), Environment and Economics (Edited by Drs. M. S. delos Angeles and H.A. Francisco and published by EEPSEA and REECS), CD containing all resources accounting in the ENR Project conducted by REECS titles ENRAP Shelf, and field project briefing materials.

In preparing the framework plan, each of the trainees was assigned an ecosystem to lead and work on as a Team Leader. The assignments were:

- a. Mr. Sarwaree – Team Leader for rangeland and agroecosystem
- b. Mr. Sayed – Team Leader for forestry and watershed
- c. Mr. Sharif – Team leader for protected area, biodiversity and wetland
- d. Mr. Sultani – Team Leader for mining and industrial areas
- e. Ms. Rahila – Team Leader for urban ecosystem including waste management

They were required to identify relevant development and management policies and strategies and write them directly using the computer and projected on the screen through an LCD so that the team members will be able to contribute in the discussions and refinements of the sentences as edited and improved by the mentors and the TCM. The result of the planning exercise is attached as **Appendix A** in this report.

7. Environmental Impact Assessment and Codification Process

The practicum on environmental impact assessment and codification was conducted for 4 days after finalizing the Integrated Framework Plan. The results are shown in **Appendix B**. In the assessment of impacts, the team decided to use the impact titled parameters defined in the NEPA Law and picked up some of the activities of the first and second Category of projects or activities, NEPA EIA Regulations. The codification process was also indicated in the first exercise (results presented in the first table of the impacts). Since codification of impacts in real EIS in the country will be based on official order by the NEPA Director, it was decided to defer the codification part of this exercise and do it only based on actual EIS or on EIS already filed in NEPA.

8. Training Evaluation

The training course was evaluated twice by the trainees. An overall evaluation of the training was conducted at the last day of the training after the trainees completed their examination.

Evaluation by topic and resource person was conducted at the end of each lecture and presented in **8.2** of this report.

8.1 Overall Course Evaluation

Intent of the Overall Evaluation

This evaluation measures the general effectiveness of the training course in achieving its objectives, which were to:

1. Impart new skills and knowledge to the trainees;
2. Provide effective training support services;
3. Assess additional training needs of participants other than those included in the training course;
4. Recommend ways to improve the training; and
5. Identify limitations of the trainees in case they will implement what they have learned from the course

Confidence Level of Trainees

The questions asked in this part were designed to assess the confidence level of the trainees based on how effective the training course was in imparting skills and knowledge to them.

The indicators designed to measure such effectiveness were based on the willingness and capacities of the trainees to demonstrate that they can perform the activities according to their confidence level. The results are shown in **Table 3.1**.

Table 3.1 Ratings of the trainees' confidence level

Questions	Rahila	Sultani	Sayed	Sarwaree	Sharif	Average
1. Capacity to introduce new knowledge on EPM in the country	4	4	4	4	4	4.0
2. Capacity to conduct the same training in the trainees' office	4	3	4	4	4	3.6
3. Prepare technical proposal	4	5	4	5	3	4.2
4. Introduce new learning in the office	4	4	4	5	4	4.2
5. Recommend the same course to office staff	5	5	5	5	4	4.6

Rating scale: 1 - not agreeable, 3 - agreeable, and 5 - highly agreeable

Insights:

- a. On the average, all the trainees felt that they were very confident in introducing new skills and knowledge on EPM in their country.
- b. They were confident to conduct the same training or some of the topics to their co-workers.
- c. They were very confident to prepare technical proposals on EPM or any of the topics for submission to funding institutions.
- d. They were very confident to introduce new learning to their office; and
- e. All the trainees were highly agreeable to recommend the same course to their co-workers.

Training Course

The trainees' ratings on the training course are shown in **Table 3.2**.

Table 3.2 Ratings of training course

Questions	Rahila	Sultani	Sayed	Sarwaree	Sharif	Average
1. Sufficiency of the training duration	4	3	3	4	3	3.5
2. Effectiveness of training methodology ³	5	4	4	5	5	4.6
3. Sufficiency of learning during field observations	No rating	3	3	No rating (not all are practical in the my country)	4	3.3

Rating scale: 1 - not agreeable, 3 - agreeable, and 5 - highly agreeable

Insights:

- a. On the average, training duration had a high rating of 3.5, which implies that the training duration was just right.
- b. The training methodology was rated 4.6, which meant that it was very effective in imparting overall skills and knowledge to the trainees. Adult learning techniques such as the use of meta cards, visualization and drawing, visualization and clay forming, role playing, exercises, workshops, questions and answers and discussions and revisiting of undefined terms and topics contributed to the effectiveness of the training methodology.
- c. Learning during the field observation was rated 3.3, which was above average. Learning limitations were probably attributed to short duration of field observations, no actual activity being implemented during the visit, and poor accessibility of earth roads during the travel. These were due to the recent heavy rains and floods in Cagayan De Oro and Bukidnon.

Additional Topics for Integration into the Training Course

When asked for topics that should be integrated into the same training course, the trainees suggested the following topics in case the same training course will be offered again. The suggestions of the trainees are presented in **Table 3.3**.

³ Separate evaluation for each resource person

Table 3.3 Additional topics for integration into the training course.

No.	Rahila	Sultani	Sayed	Sarwaree	Sharif
1.	Community-based management	Project proposal preparation	Making proposals on wildlife tagging	Practicum in rangeland and watershed management	Implementation of EIA for a mining project
2.		Area evaluation	GPS surveys and mapping	GIS programs	More practicum in environmental protection and management
3.		Site monitoring and evaluation	GIS mapping	Environmental economics (in-depth)	
4.			English course		

Additional Training Courses

When asked for additional topics, which may be offered as separate training courses, the trainees recommended the training areas shown in **Table 3.4**.

Table 3.4 Additional training courses recommended by the trainees

No.	Rahila	Sultani	Sayed	Sarwaree	Sharif
1.	Environmental Management	English course	Wildlife surveys for plants, birds and mammals	English course	Practicum on Environmental Impact Assessment
2.				Actual area-based EIA	Biodiversity management
3.					Protected area management

Training Management

Questions on the effectiveness of training management include acceptability of the venue, livability of the hostel, food variety, training staff performance, and performance of hostel staff in doing their tasks. The ratings are given in **Table 3.5**.

Table 3.5 Ratings of training management

Questions	Rahila	Sultani	Sayed	Sarwaree	Sharif	Average
1. Conduciveness of venue for training	4	4	3	5	4	4
2. Livability of hostel	4	3	3	4	3	3.4
3. Food variety	4	2	4	5	3	3.6
4. Effective training staff	4	5	4	5	5	4.6
5. Effective hostel staff	4	3	4	5	5	4.2

Ratings: 1 - not agreeable, 3 - agreeable, and 5 - highly agreeable

Insights:

All the training management indicators were rated above average to almost high rating. These were attributed to daily cleaning of the training venue as well as the hostel, variety of halal food being served and more than enough serving, diligence of the training staff in attending to both training-related and personal concerns of the trainees, and promptness of the hostel staff in performing their functions and responsibilities in the training. Some of the hostel deficiencies were due to factors beyond its control such as power interruption, which affected water supply and lightings and intermittent internet signals due to the dead spot location of the hostel. These deficiencies happened 6 to 8 times in a span of 3 months but did not pull down the rating to dissatisfaction of the trainees.

Recommendations for Course Improvement

The trainees indicated that if the same course will be offered again to non-English speaking participants, the course should be improved based on their recommendations (**Table 6**).

Table 3.6 Recommendations for Course Improvement

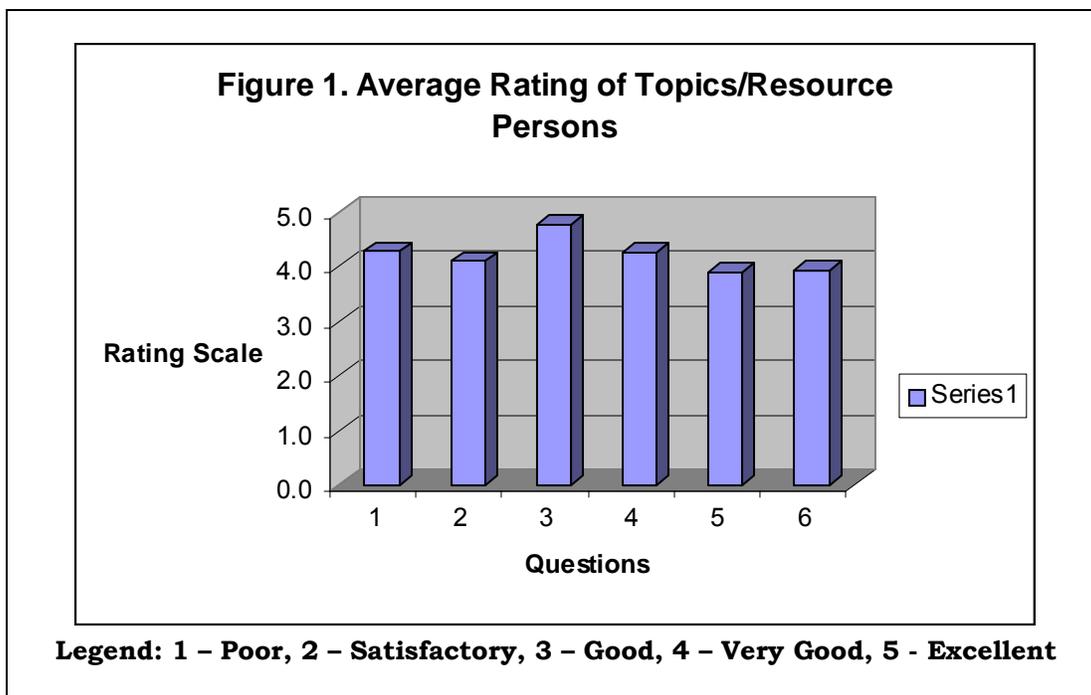
No.	Rahila	Sultani	Sayed	Sarwaree	Sharif
1.	Shorten training duration	The topics in the course should have more time	Prepare training facilities well (phone, internet, laundry and water)	Training management should inform the trainees on who to meet during the field observation ahead of time.	Lengthen training duration
2.	Lengthen duration of some topics because the topics are new to the trainees.	The resource persons should know which subject matters are more relevant to the work of the participants		The time allocated to a topic should be sufficient	Lengthen duration of topics
3.	Lessen the number of topics	Improve hostel facilities, i.e., the hostel has deficiencies in terms of continuity of power supply, communication and water facilities			Lengthen time for English

8.2 Individual Topic Evaluation

After every lecture, the trainees were requested to evaluate the topic presented by each resource person. The questions asked were:

- a) Did you find the topic helpful in your work? **(Q1)**;
- b) Did you learn practical ideas and practices on the topics that you can use in your country? **(Q2)**;
- c) Did the resource person provide sufficient information regarding the topic assigned to him? **(Q3)**;
- d) Was the time allotted for the topic enough? **(Q4)**;
- e) How do you rate the level of learning you got from the topic? **(Q5)**; and
- f) Were your learning expectations met? **(Q6)**.

The average ratings by question are shown in **Figure 1**.



The averages are in the very good or very satisfactory rating to almost excellent ratings from 3.9 to 4.8. These ratings imply that the trainees benefited from the training course in terms of gaining skills and knowledge. The volume of information presented and discussed by the resource persons on the average was rated at 4.8 (very good to excellent).

In terms of new ideas and practices that they learned and can be adopted in their country, the trainees gave an average rating of 4.1 (very good) and 4.3 (very good) on whether the topic is helpful to his/her work. The time allotted for each of the topics on the average is rated a little over 4.0 (very good). The trainees also rated their learning level at an average of 3.9 (satisfactory to very good) and their expectations from each of the topic at an average of 3.9 (satisfactory to very good). This shows that they learned substantially from the different topics.

Evaluation of the Trainees

The average evaluation of the trainees on the different topics/resource persons is shown in **Table 4**. The average rating of the 6 questions by trainee range from 3.9 to 4.4 (very good). Mr. Sharif gave a 3.9 while Mr. Sultani and Mr. Sarwaree gave the highest rating of 4.4. All the trainees indicated that the resource persons provided sufficient information (4.4 to 5.0).

Table 4. Trainees Evaluation of Topics/Resource Persons.

	Questions						Total	Average
	Q1	Q2	Q3	Q4	Q5	Q6		
Sharif	4.2	3.5	5.0	3.8	3.6	3.5	23.7	3.9
Rahila	3.8	4.2	4.9	4.7	3.5	3.5	24.8	4.1
Sayed	4.2	4.0	4.8	4.3	4.0	4.0	25.4	4.2
Sultani	4.4	4.4	4.6	4.3	4.2	4.3	26.2	4.4
Sarwaree	4.8	4.3	4.4	4.3	4.1	4.3	26.2	4.4
Average	4.3	4.1	4.8	4.3	3.9	3.9	25.3	4.2

Details of the individual evaluation are shown in **Appendix D**. Forms used in the trainees overall evaluation and evaluation of topics and resource persons are contained in **Appendix E**.

8.3 Trainees' Performance Evaluation

An examination was administered at the last day of the training course to assess the overall learning of the trainees. All the trainees, including the interpreter, passed the examination. Trainees' Performance Evaluation Form is in **Appendix E**. Scores of the trainees out of 46 total score are shown below:

Table 5. Trainees' performance evaluation

TRAINEES	SCORE	PERCENT
A	39.5	86
B	32.5	71
C	42	91
D	42	91
E	40	87
F	38	83

8.4 Trainees' Knowledge and Capability Improvement

Setting aside quantitative basis of assessing knowledge gained in the training showed 5 major areas of improvement that were exhibited by the training participants. These are:

a. Stock knowledge build-up.

There was a significant improvement on the stock of knowledge of the trainees, from the start to the end of the course on environmental protection and management gauged from the nature and quality of questions raised by the participants as well as on how they deliberate on relevant issues applying the principles, concepts, theories and practices that they learned from the different topics as they journey towards the end of the course.

b. Confidence build up

Due to increased stock knowledge, the trainees trained on the preparation and presentation of reports on a daily basis developed their confidence in delivering ideas that they want to convey. It was too difficult for them to substantiate and describe ideas due to limited English vocabulary and perhaps due to insufficiency of technical know-how on certain areas during the first few days of the training. As they passed through the different subject matters up to the preparation of the framework plan and the conduct of EIA and codification, they became confident in discussing what they want to address in the two major exercises.

c. Improved delivery of reports in English

To maintain the momentum of the trainees in learning basic communications through English introduced during the first week of the course, the technical training session adopted a learning enhancement process where the trainees were required to write and present reports in English on a daily basis. After reporting, the other trainees asked questions that they processed through deliberation. This method improved the trainees' communication skills in English.

d. Improved participatory deliberation on environmental management issues

This was an offshoot of stock knowledge build-up on the subject matters being addressed in the training, confidence build-up and improved English communication skills. During the start of the course, only two of the participants were active in the discussions of environmental issues in their own language. This may be attributed to: a) superiority where only those senior staff members in an office have the authority to talk and make decisions; b) religious/cultural practices on inferiority of women; and c) real lack of sufficient stock knowledge.

As the course progressed, the remaining 3 participants who were not substantially participating actively in the deliberation during the first 3 weeks took an active role in quality deliberations of environmental issues through ideas that make sense. This has improved further as the trainees moved closer to the culminating activities of the course.

e. Developed analytical skills

As the trainees were given more technical know-how on the different subject matters, the 3 trainees became highly analytical when confronted with questions that require integrative answers. Their skills to dissect issues and to look deeper into cause-effect relationship had significantly improved.

9. Lesson Learned, Problems and Issues

- a. Criteria for selection of trainees may include, among others, emotional maturity to maintain good working relationships among the trainees. This also reflects the trainees' attitudes while working with others and in a different work environment. It has been observed that some trainees were impatient, very demanding and demonstrated superiority over the other trainees.
- b. Sponsoring agency should also have a say in the selection of the trainees. The agency should preferably conduct a personal interview with the candidates for the training.

In addition to the agency where the trainees work, the sponsoring agency may consider having its own interviews to determine the value of the trainees' remaining productive years that they could render when they go back to work.

- c. Team building activities should be included in the course, most especially at the start of the program to establish better rapport and cooperation among the trainees.

Trainees usually come from different agencies and have not worked together before. Team building would help them know the other trainees better whom they will be working with during the training.

- d. Some trainees have personal interest for financial gain.

There were trainees who made complaints, in several occasions, about their allowances. This implies that their primary interest is not on the training course but on the allowances, which to most trainees is not favorable.

- e. Language is not a problem, if the trainees are really interested to learn.

Three trainees exerted a lot of time reading the handouts given by the resource speakers that resulted to a high passing mark of 2 trainees in the performance evaluation. But the other one, who was over confident, perhaps because of his seniority in office, got a lower score.

- f. Integration of English language made the whole training more effective for non-English speaking trainees.

Two trainees were assigned daily to make an oral report on the topics discussed the previous day and this activity helped them sustain their earlier English course.

Section 10. Training in Action: Activities and places visited in Luzon and Mindanao

The photos in the following section of this report were all taken during the various lectures, discussions, mini-workshops, briefings, and site visits conducted in Luzon and Mindanao during the training that covered the following:

- a) English Refresher Course
- b) Sessions on environmental systems and ecosystems management
- c) Environmental impact assessment and environmental protections and management
- d) Field observations on environmental and natural resources community-based projects and LGU and private sector initiated projects
- e) Integrated framework planning for development and management of ecosystems in Afghanistan
- f) Environmental impact assessment and codification
- g) Other activities