



## **Forest Resources and Technologies (FOREST) Project**

Cooperative Agreement Number 118-A-00-00-00119-00

# **Forest Fire Prevention Educational Plan Related to Foresters and Communities**

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## Forest Fire Prevention Training Plan Related to Professional Foresters

### Background

The Forest Resources and Technologies (FOREST) Project was designed through mutual communication between USAID and international experts from throughout Russia in 1999. The major goals of the FOREST Project are:

- To reduce the threat of global climate change
- Preserve biodiversity by promoting sustainable forestry management
- Reduce the number of human caused forest fires
- Preserve Russian forests as a globally important carbon sink and as a critical habitat for rare and endangered species.

This proposed training plan for professional foresters focuses directly on the **goal of reducing the number of human caused forest fires.**

Nearly eight out of every ten fires (78%) in Kharbarovsk Krai from 1995 to 1999 were caused by people. That is nearly 1,800 trees per person. In the worst year, 1998, fires burned over more than 2 million hectares and economic losses exceeded 400 million rubles.



Reducing the number of human-caused fires can save large forest areas and insure proper use of one of the Far East's greatest natural resources. To accomplish this goal, the awareness, knowledge and attitudes of forest users must guide actions toward protecting this valuable resource. And, forestry professionals are in an ideal position to effectively interact with these forest users and transfer information which leads to development of positive attitudes and resulting action on fire prevention. This approach is *proactive* -- that is, teaching and learning together -- rather than the *reactive* task of fighting fires after they happen.

### Goal: Strengthen Communication Capabilities of Professional Foresters

Professional foresters are front line workers and one of the most important channels of communication to community groups and forest users. Therefore, it is important to ensure they fully understand fire prevention content materials and understand and support the media and youth education campaigns which complement this fire prevention component of the FOREST Project.



## Objectives:

To reach the above goal of supporting the most important human link between the forest resource and forest users, the following activities are suggested:

- ◆ Training in both fire prevention content and communication (participation) methods.
- ◆ Using practical field experience to form case studies for the teaching/learning process
- ◆ Providing communication aids for community presentations and interaction
- ◆ Pretesting media efforts and additional educational materials
- ◆ Strengthening existing training facilities.

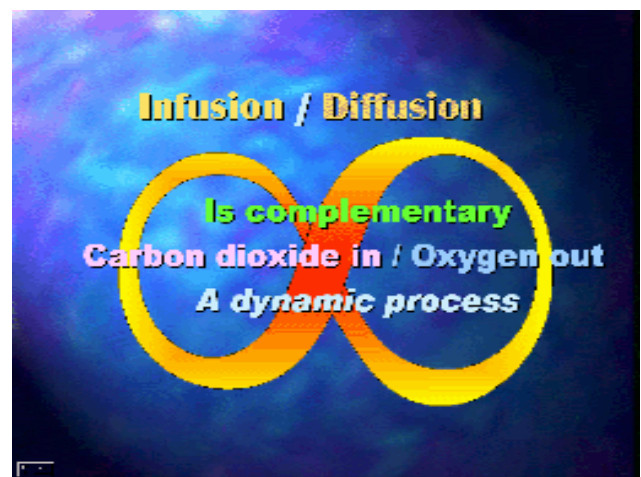
## Selection of an Operational Base for Training Activities

Mr. Valdimir F. Pominov, director of the Forestry Training Center heads a training facility with an excellent record of providing continuing education for professional foresters. Tatiana Andrikosets, training course manager helps direct this effort. Since FOREST project objectives foster capacity building of existing institutions, support of the on-going efforts of the Forestry Training Center seemed a natural extension of project goals.

The training facilities at the Gassiuski Model Forest Center also offers opportunities for small workshops and Training of Trainer (TOT) activities which could include the participation of the Troitski community.

## Choice of a Training Model

In adult education, it is important that “clients” share in the curriculum development. Emphasis in this component of the FOREST Project is on a participatory approach to fire prevention training which includes community involvement. In two-way communication terms, the perceived needs of both foresters and the *community* of forest users are “infused” into the curriculum development process *before* the training agenda is established.



One such two-way communication model is called the *double-swing model* and includes the components of *infusion* and *diffusion* of information as a complementary process as noted in the illustration.

Infusion is an *information seeking* process and diffusion is an *information distribution* process. Good media messages, and good training curricula are based on the infusion of audience/learner needs before the messages (or lessons) are developed.

Forestry Training Center Director Pominov suggested that this communication training model based on the Mobius concept was “new.” The Participatory Training Specialist explained that although the concept was developed from some earlier field experience about 10 years ago and further refined it to also include water conservation communication efforts, the idea was documented in the book, “Communication East & West.” The authors called the “infusion/diffusion” process the “*double-swing*” model and indicated the concept originated about the time of the Confucians. The Training Institute Director laughed and quoted a Russian proverb that suggests, “What is old and forgotten becomes new again.” All agreed that the training concept was therefore a model completely appropriate for the Russian Far East and forester/community training.

This two-way communication concept with its participatory emphasis is also a key factor in the International Education Specialist’s complementary efforts in working with youth.

## **Training Needs Assessment**

In an effort to incorporate training needs infusion into the educational program, Mr. Pominov suggested we conduct a Training of Trainers session. As Center Director, he nominated a representative sample of professional foresters which included both administrative and field staff.

The list contained seven primary trainers representing university faculty and forestry staff (active and retired) Pominov felt could express organizational and individual needs. His list also included about 15 field staff (engineers, etc.) who could geographically represent the Krai. The nominees included:

### **Group one**

Karpich Anatoly – Senior Specialist for the Department of Natural Resources of the Far East, Section of Forestry and Forest Use

Svishcheva Elena – Head for Section of International and Public Relations

Komarova Olga – Leading Specialist for the Section of International and Public Relations

Pankratova Nadezhda – Specialist of Forestry Research Institute

Rabski Vasily – Senior Specialist for Section of Environmental Protection and Reforestation

Zharikova Nina – Head, Reforestation Section, Dept. of Natural Resources of the Far East

Knysh Iuri – Director for Seed and Selection Center (Sosnovka village)

Pominov Vladimir – Director of In-Service Training Center (Sosnovka village)

### **Group Two \***

Silin Nikolai – Director for Oborsky leskhoz

Arhipov Dmitri – Forest protection Engineer for Bikinski leskhoz

Basilenko Sergei – Chief Forester for Amgunski leskhoz

Sheiko Evgeni – Forest Protection Engineer for Komsomolski leskhoz

Borisenko Dmitri – Engineer for State Control Service of Dept. of Nat. Res. of the Far East

Ganin Victor – Director for Evoronski leskhoz

Krympolski Sergey – Forest Protection Engineer for Sukpaiski leskhoz

Ivanchikov Vladimir – Forest Protection Engineer for Mukhenski leskhoz

Gusev Alexander - Forest Protection Engineer for Ukturski leskhoz

Zorianskaia Lidia - Forest Protection Engineer for Innokentievski leskhoz

Efimycheva Tatiana - Forest Protection Engineer for Gurski leskhoz

Shpak Oleg – Forestry Engineer for Khorski leskhoz

Kirillov Petr – Chief Forester for Khabarovski leskhoz

Znarochenkov Dmitri – Chief Forester for Seed and Selection Center

Shadrin Sergei - Forest Protection Engineer for Pogranichyi leskhoz

*\* Additional recommendations for nominations to Group Two for the September 2001 TOT sessions follow in later section of this Training Plan.*



## The Training of Trainers in the Participatory Process

Training Center Director Pominov suggested that since the two-way communication / community participation approach was new to most foresters (and the suggested faculty), we plan a Training of Trainers session for prospective faculty. This, he said, would help the faculty develop their own approach to the subject matter as they prepared for field staff training sessions in the late fall and winter after the fire season. The Community Participation Training Specialist suggested Forest Education Specialist should join us and be part of orchestrating the marriage of community participation process and technical fire prevention subject matter.



The TOT training program was designed to include a three-day session for Thursday-Saturday to get the participants to a field location where they could have some village contact and also get away from their office phones and other potential interruptions. The venue chosen was Troitskoie and the Gassinski Model Forest activity developed as a Russian/Canadian partnership model. This location also put the Forest Education Specialist in touch with a local forest fire modeling expert to help design a daily fire rating system for media / public use.



This opportunity to “train” the trainers in community participation techniques in a community setting combined with appropriate fire prevention subject matter inputs substantially increased “quality control” on how the curriculum is potentially delivered by our training counterparts.

For example, as part of the training workshop, we asked the participants to evaluate some initial draft fire prevention “Tip Sheets” from their professional perspective. Then, in the workshop setting, we asked them to view the same materials from a community/village participant perspective. It was interesting to watch them struggle with the *role playing* of these different perspectives.

A leskhoze staff forester also invited community/village members to join the TOT activities during a session so participants could effectively listen to local points of view (infusion) about fire prevention and exchange perspectives in a mutually comfortable informal setting. A local panel consisting of a doctor, accountant and a representative of the indigenous community reviewed the new fire prevention publications and indicated such tip sheets could help reduce local fires. The tips included how to build safe campfires, proper use of cigarettes in the forest, and additional subjects.



The local doctor expressed considerable interest in forest fire prevention. She said that people forgot too quickly the impacts of the 1998 fires. She recalls a significant increase in lung related illness following that fire. For her, fire prevention is a health related issue. The grocery store accountant expressed concern about the fire dangers associated with pasture burning to clear land for new forage crops. She suggested that since pasture allocation was under local control, that the allocation process could include the adopting of safe burning requirements supported by educational materials like the tip sheets. She said she would post such information in the grocery store and other important village locations. She would also welcome tip sheets for public distribution. The indigenous representative indicated that the native people had learned through centuries of experience of how to live in harmony with the forest and they would have some very good ideas about fire prevention for future tip sheets.



## Mapping the Existing Forest Staff Organization

During a Training of Trainers (TOT), exercise nominated members of the Forestry organization in the Far East contributed the following map of the organization as a practical workshop exercise. The following organizational chart concentrates on those staff members closest to the forest users and is a working model for the training planning process, not an official organizational guide.

### Forestry groups and individuals who could benefit from comprehensive fire prevention training



#### Forestry Groups/Institutions

Forest fire prevention communications should be considered as part of the entire academic institutional system. At present it appears that “fire control” is the area of emphasis. To provide a long term solution to need for additional skill/knowledge in the field of forest fire prevention, additional curriculum materials are needed. The identified educational levels that should be considered are:

- Kharbarovsk Technical State University - Forestry Institute. (5 year institution)
- Forestry Technical College (3 year institution)
- The Forestry Training Institute - (continuing education)

#### Forestry Individuals

- √ Leskhoze Director - I (5 year degree)
- √ Chief Foresters - II (5 year degree)
- √ Forest Engineers - III (5 year degree)
- √ District Rangers - IV (3 year degree)
- √ Forest Technicians V
- √ Forest Patrolers VI

# Mapping the Existing Forest Staff Organization (Continued)

## MINISTER OF NATURAL RESOURCES

Mr. Kukuev

## HEAD OF FOREST USE AND REFORESTRATION

Nichalai Alex. Andreev

## HEAD OF NATURAL RESOURCES (FAR EAST)

Mr. Lushey

Mr. Kolomytsev

Elena Svischeva

## DIVISION OF NATURAL RESOURCES

KHARBAROVSK KRAI

Mr. Medvedev

DIVISION OF FOREST USE  
AND REFORESTATION

DIVISION OF FOREST DEFENSE  
& PROTECTION  
(Fires / Cuts / etc.)

### 44 FOREST LESKHOZES

I. HEAD FORESTER (Ranger) (44)

II. FOREST RANGERS (44)  
5-year University Diploma

III. FORESTER ENGINEERS  
(2-5 / leskhoze) = (3.5 ave.) = 154  
3-Year Tech Institute Graduate

IV. DISTRICT RANGERS  
(2-5 / leskhoze) = (3.5 ave.) = 154  
3-Year Tech Institute Graduate

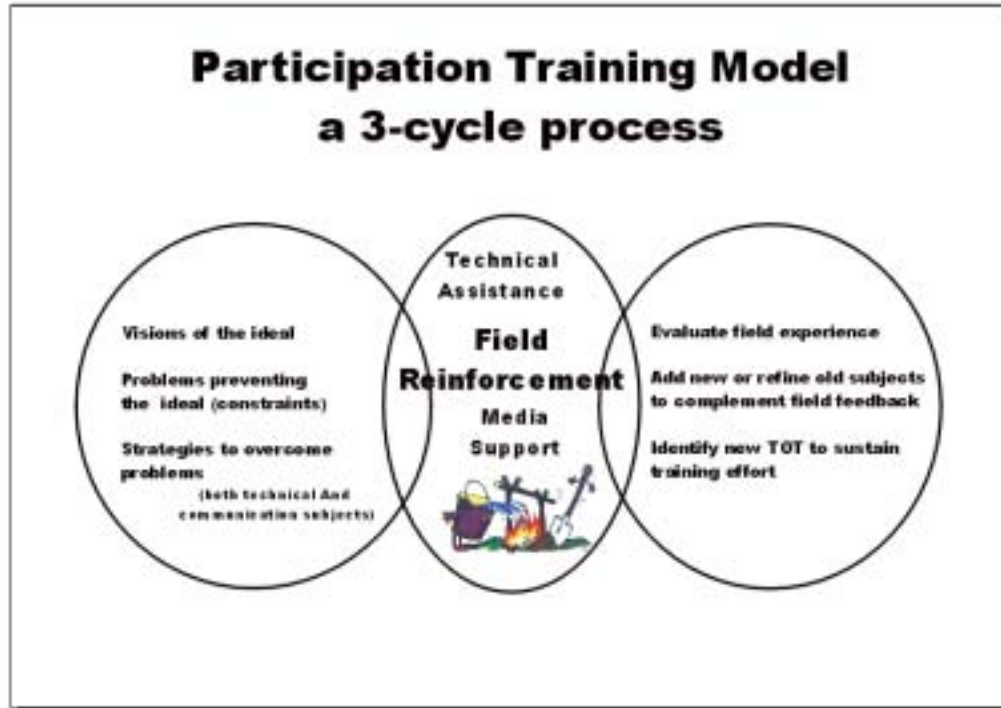
V. FOREST TECHNICIANS  
(2-5 / leskhoze) = (3.5 ave.) = 154

VI. FOREST PATROLMERS / INSPECTORS = aarox. 700



## A Complementary 3-Cycle Training Process

The proposed Field Partnership Training includes a three-cycle process: Initial Two-way Communication Process Orientation, followed by a Reinforcement Period, followed by a Integrative workshop. All three cycles overlap and are mutually supportive.



The proposed training model has been recently successfully field tested during efforts to communicate the need for other environmental concerns (e.g. water scarcity and conservation) in Egypt. The model follows the natural processes involved in adult education activities. This process includes:

- Initial trainee vision of the best professional circumstances**
- Trainee perception of problems / constrains blocking the above vision**
- Training to develop professional communication strategies to overcome or mitigate constraints**

This initial training period makes heavy use of the Case Study Method of adult education to ensure a problem solving approach that includes scenarios based on the realities of the trainees' professional environment. Trainees can break out into small interactive groups to cooperatively probe needs they have identified and which they own. This ownership helps establish that the trainee is not only part of the problem, but a very important part of the solution.

The second cycle of the training process is a return to on-the-job field experience to test some of the new training. In the FOREST Project, this cycle is reinforced with additional technical assistance and media support.

The third cycle of the process brings trainees back together to produce new Case Studies from their own recent experience and to fine tune old instruction and create new material to meet new needs which unfolded during the field experience period.

# PRELIMINARY TRAINING PLANNING WORKSHEET

<u>FOREST PERSONNEL STAFFING</u>	<u>Number</u>
-- Senior Management (Significant others)	25
I Leskhoze Director -- (5 year degree)	44
II Chief Foresters - - (5 year degree)	44
III Forest Engineers - - (5 year degree)	44
IV District Rangers - - ( 3 year degree)	154
V Forest Technicians (2-5/Lesk - 3.5 ave. x 44)	154
VI. Forest Patrolers / Inspectors = approx. 700 in Krai	700
<b>TOTAL</b>	<u>1165</u>

FACULTY RESOURCE = 144 PERSON DAYS X 8 hr. day = 1,152 contact hrs.

## TRAINING INSTITUTE SITE

Individuals (6 tng. hrs./day/30 students/Sec.)	TRAIN I	TRAIN II
-- Senior Management (25) = 1 Section (2-days)	12 hrs.	12 hrs.
I Leskhoze Director - I (44) = 1 Section 3-days	21 hrs.	21 hrs.
II Chief Foresters - II (44) = 2 Sections (8/3days)	96 hrs.	36 hrs.
III Forest Engineers - III (44) = 2 Sections (8/3days)	96 hrs.	36 hrs.
IV District Rangers - IV (154/30 ) = 5 Sections (8/3)	240 hrs.	90 hrs

## FIELD TRAINING SEMINAR SITES

V Forest Technicians V (n=154) = 6 SITES (3/3 days)	108 hrs.	108 hrs.
VI. Forest Patrolers / Inspectors (n=700) 6 Sites (3/3)	108 hrs.	108 hrs.
<b>TOTAL CONTACT HOURS</b>	<u>681 hrs.</u>	<u>411 hrs.</u>

**TOTAL TRAINING CONTACT HOURS = 684 + 411 = 1095 hrs.**

# TECHNICAL/ PARTICIPATION COMPONENTS TO FOREST FIRE PREVENTION TRAINING \*\*

<u>SUBJECT</u>	<u>TRAINING LEVEL</u>					
	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
Orientation to Forest Fire Prevention (the fundamentals of forest fire Prevention)	■	■	■	■	■	■
Equipment Use In The Forest (spark arresting devices, powerlines etc.)	□	□	■	■	■	■
Forest Rights-of-Ways	■	■	■	■	■	■
Fire Prevention Communication - Media	■	■	■	■	■	□
Forest Fire Cause Determination	□	□	□	■	■	■
Railroad Forest Fire Prevention	□	□	■	■	■	■
Recreation Area Forest Fire Prevention	□	□	□	■	■	■
Forest Fire Prevention Exhibits / Tours	■	■	■	■	■	□
Forest Fire Prevent. Program Development	□	■	■	■	□	□
Forest Fire Prevention Planning	■	■	■	□	□	□
Forest Fire Prevention Events	□	□	■	□	□	□
Forest Fire Prevention Patrol	□	□	□	■	■	■
Developing Fire Safe Communities	■	■	■	■	□	□
Fundamentals of Two-Way Communication	■	■	■	■	■	■
Listening Skills	■	■	■	■	□	□
Presentation Skills	□	■	■	■	□	□
Media Relations	■	■	■	■	■	■
Community Relations	■	■	■	■	■	■
Case Studies For Learning	□	□	■	■	■	■

*\*\* Types of forest fire prevention technical training suggested by levels of the forestry community and input from Forest Education Specialist*

# Training Resource Liaison and Additional Human Resources

## Training Counterparts

The Training Participation and Forest Education Specialists and Project Program Managers were assigned two training counterparts by Mr. Pominov of the Forestry Training Institute.



**Elena Svischeva** will serve as liaison between the nominated faculty noted in the list on Page 5 of this Training Plan. Her role will include:

- ◆ Obtaining the Case Study materials assigned during the TOT from participating faculty (due July 1).
- ◆ Seeking other potential faculty resources as training needs develop
- ◆ Coordinating preliminary planning for the major TOT for faculty in September
- ◆ Inviting selected members of the Forestry University and Forestry College to join in the above TOT

**Grek Gennady** who is a member of the Training Institute faculty and former Head of Fire Prevention and Control will also serve as a Training Counterpart. His assignment is directed toward interim development of fire prevention curriculum support materials and other training aids. His role includes:

- ◆ Finding existing fire prevention materials
- ◆ Scanning these materials for useful material
- ◆ Updating / revising materials to meet current needs
- ◆ Suggesting other training and teacher support materials / tip sheets, etc.
- ◆ Keying support materials to relevant Case Study scenarios



The Participation Training Specialist spent a considerable amount of time with the Forest Training Specialist trying to discover whether any fire prevention educational materials currently exist for forestry field staff training. They worked on this for nearly two weeks and found that discussions often confused *proactive fire prevention materials* with *reactive fire suppression materials*.



*Development of curriculum materials will require a careful review of existing materials and generation of new material to fill perceived information gaps. A small field handbook which summarizes training concepts might be one useful input*



## Course Scheduling / Administrative Coordination

Tatiana Andrikosets, training course manager will help coordinate training schedules and dates at the Forestry Training Institute.



## Higher Education Liaison

### Forestry Technical College



Mr. Vladimir K. Chulanov, Director of the Forestry Technical School (3-year institution in Vyazemsky) is extremely supportive of the fire prevention training effort. He suggested the institution's liaison be Tatiana Peryazeva who teaches fire prevention at the school. Ms. Peryazeva also participated in the Tuscon training sessions.



Through her efforts, we were able to obtain some Russian fire prevention publications and she supplied us with duplicate copies were available. Some of these materials with publication dates ranging from 1965-1985 are illustrated on the opposite page.



Mr. Chulanov directs an innovative teaching program with contracts with Leskhoz Directors through which they can specify students they would like to sponsor along with specifications for the kind of work they will do after graduation. This contracting effort creates the kind of graduate the field administrator's need and serves as an effective placement service.

The Forestry Technical School also offers a 180-hour training course for about 200 Forest Inspectors each year. The course can accommodate either entry level Inspectors or serve as continuing education for Inspectors already in the ranks. This course could be a direct tie with FOREST Project training objectives in trying to reach Forest Inspectors. Mr. Chulanov would accept any fire prevention educational inputs for this training course.

The Participation Training Specialist requested Ms. Peryazeva's participation as part of the TOT training in September and Mr. Chulanov approved her participation.

### The Forestry University (5-year institution)

The Participation Training Specialist met with Mr. Vitali B. Shkavtko, Director of the Forestry University and discussed training goals briefly while trying to find an institutional contact with some knowledge of rural sociology and community organization. Liaison with the University at this point will be to invite an interested faculty member to join the September TOT sessions. And, the Participation Training Specialist has asked Dr. Abbott to contact with University members during his June 2001 consultation.

### Strengthening Liaison With Komsomolsk District

During his February 22, 2001 field trip, Dr. Eric Abbott established linkages with Vladimir Tsyganov, director, forest service district office serving metropolitan Komsomolsk and Gregory Kostenko, chief forester with the same unit. This office won a krai award for the best efforts to reach citizens with information about forest fire protection. To continue this linkage, this Participation Training Specialist suggests inclusion of Gregory Kostenko as a nominee to join the Faculty of the TOT sessions scheduled for September 2001.

## Cooperation With The Federal Training Center

Continued cooperation with the Federal Training Center and Dimitry Odintsov is an important link to the expansion to a regional fire prevention training effort. The September 2001 TOT sessions should also include a representative from this organization to insure continuing liaison and including additional contact with the Aviation Center through Alexander Pavlovski Lubakin

## Training Timetable

### Forest Training Institute Format

Mr. Pominov indicated that an effective package foresters are used to includes a 72 contact hour program spread over 8 teaching days with a one-day weekend. The usual daily class day starts at 9 a.m. with 45-minute sessions followed by 15 minute breaks until lunch from 1-1 p.m. Afternoon sessions are conducted from 2-5 p.m. (or until 6 p.m. if the client opts for fewer class days).

The Center provides housing and meals for trainees and evening time for informal interaction. The Center also provides a trip into town on one evening during the training.

Training sessions also end with exams (which will give us an evaluation of knowledge improvement) before a certificate is awarded, Pominov added.

### Seasonal Considerations

Training would need to follow the fire season, so late October through November are possibilities (although many participants might have conflicting needs for wood gathering). February-April are additional training months, according to Pominov.

### Training Time-line Development Part of TOT Process

The exact time-line to accommodate the number of trainings suggested in Page 10 of this plan will emerge from participant interaction during the Official Training of Trainers sessions scheduled for mid-September. This process is necessary to honor the training philosophy identified earlier in this Training Plan.

This session will also tackle the day-to-day curriculum design for each of the training sessions. The Participation and Forest Training Specialist feel that full faculty involvement in this process will aid program ownership and thus, sustainability and diffusion of the pilot program to other Krai.

Although this process shrinks the time between the TOT and the first off-fire-season opportunity for training, the TOT group should be able to produce a course structure to test in the first round of forest staff training in November. Results of this November training will be used to fine-tune additional trainings tentatively scheduled for late January through April.

Preliminary estimates for the initial training rounds should produce approximately 200 trainees.





## Management Seminars Will Precede Field Staff Training

As noted on Page 10 of this Plan, Management Seminars / Briefings will be held to inform the top organizational structure and significant others of the Training Plan and Process. These Briefings will seek administrative input to the Plan and also deliver any executive training requested by this audience.

Similarly, Leskhoz Directors will receive a training program designed to support their administrative leadership in the FOREST Project fire prevention program.

Each level in the staff structure will have instruction keyed to the needs of that level in the organizational structure as noted on Page 11 of this Training Plan.

## Internal / External Community Relations

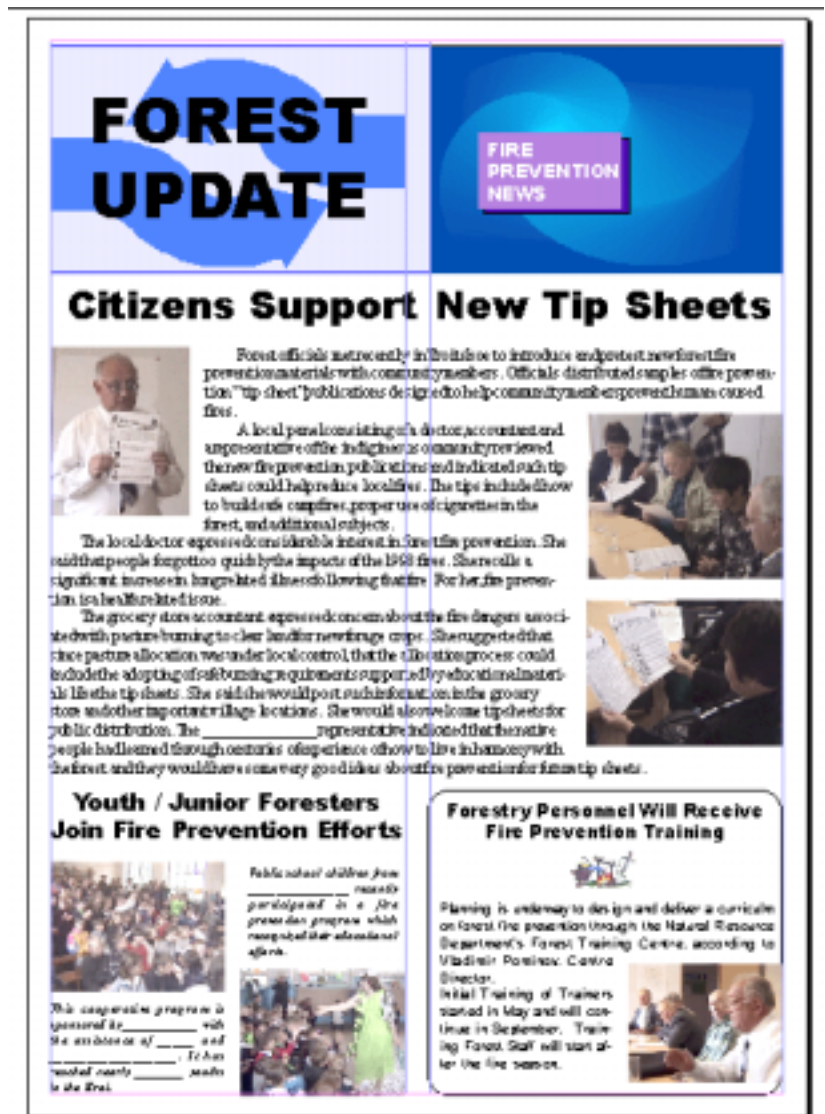
### Keeping the Advisory Council Up-To-Date

Conversations with FOREST Project Manager Craig VanDevelde about needed internal public relations and better political support suggested pulling Dr. Eric Abbott's Newsletter idea more to the top of the priority list.

The Participation Training Specialist spent several evening sessions of additional effort with Program Manager Ludmilla Liamets and local journalist Liubov Latypova designing a sample two-page newsletter to present to the FOREST Advisory Committee on June 27th as a way to demonstrate the success of pretesting Tip Sheets with Troitskoie and other recent project products.

### Media Relations

The above work with Liubov Latypova generated the idea to have her assist in the curriculum development of the media relations component of the Forestry staff training. She will work on that assignment following her current three-week training assignment in the USA. Her role as an award-winning working journalist adds credibility and depth to this training module.





# APPENDIX

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# Training of Trainers:



## Sharing Content and Mutual Systems



## Community Participation



## Materials Development





# FOREST UPDATE

## FIRE PREVENTION NEWS

### Citizens Support New Tip Sheets



Forest officials met recently in Troitskoe to introduce and pretest new forest fire prevention materials with community members. Officials distributed samples of fire prevention “tip sheet” publications designed to help community members prevent human-caused fires.

A local panel consisting of a doctor, accountant and a representative of the indigenous community reviewed the new fire prevention publications and indicated such tip sheets could help reduce local fires. The tips included how to build safe campfires, proper use of cigarettes in the forest, and additional subjects.

The local doctor expressed considerable interest in forest fire prevention. She said that people forgot too quickly the impacts of the 1998 fires. She recalls a significant increase in lung related illness following that fire. For her, fire prevention is a health related issue.

The grocery store accountant expressed concern about the fire dangers associated with pasture burning to clear land for new forage crops. She suggested that since pasture allocation was under local control, that the allocation process could include the adopting of safe burning requirements supported by educational materials like the tip sheets. She said she would post such information in the grocery store and other important village locations. She would also welcome tip sheets for public distribution. The indigenous representative indicated the native people had learned through centuries of experience how to live in harmony with the forest and had some very good ideas about fire prevention to share.



### Youth / Junior Foresters Join Fire Prevention Efforts



*Public school children from \_\_\_\_\_ recently participated in a fire prevention program which recognized their*



*This cooperative program is sponsored by \_\_\_\_\_ with the assistance of \_\_\_\_\_ and \_\_\_\_\_. It has reached nearly \_\_\_\_\_ youths in the Krai.*

### Forestry Personnel Will Receive Fire Prevention Training



Planning is underway to design and deliver a curriculum on forest fire prevention through the Forest Training Centre, according to Vladimir Pominov, Centre Director.

Initial Training of Trainers started in May and will continue in September. Training Forest Staff will start after the fire season.

