



REGIONAL TRAINING WORKSHOP

ON

**FOREST PLANNING AND FOREST MANAGEMENT IN DIFFERENT FOREST
TYPES IN EASTERN AND SOUTHERN AFRICA**

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TERMS OF REFERENCE FOR GROUP WORK

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CONTINUING PROGRESS: GROUP WORK 1 AND 2 OUTCOMES AND NEXT STEPS

QUESTIONS/COMMENTS TO GROUPS

GROUP WORK 1

GROUP 1

1. Are there no forests owned by private sector? Your description of their roles suggests that there are no forests owned by the private sector.
2. The list of options for addressing financial constraints is too short. There documents that show a longer list (e.g. from the list references in Nzunda 2022 on assessment forest planning and management, freely available online). Having said so, even those references may be limited. You need to explore more on the same!

From Nzunda 2022, we have:

“.....Financial constraints are dealt with through expansion of forest revenue base, improvement of revenue collection, improvement of forest produce pricing system, promotion of stakeholder involvement and domestic private sector, optimizing the use of foreign assistance, increasing foreign investment and, establishment of a forest fund (URT, 2001; RB, 2019a). For example, in Botswana, a National Environmental Fund (NEF) was established by the Government of Botswana to support projects that will help Botswana achieve the national environmental agenda and meet her international obligations; while simultaneously achieving her objective of improvement of community livelihoods; especially those dependent on natural resources or the environment in general (RB, 2019a). The Tanzania Forest Fund and Eastern Arc Mountains Conservation Endowment Fund were established in Tanzania to fund forest management (URT, 2001, 2019)”.

GROUP 2

1. (Minor comment) Are there no abbreviations in Ethiopia for their policies, why?
2. The gender percentages you presented (for Kenya and Ethiopia) are they by law or some documented directive?
3. What about government allocation for financial resources? (This was not among the list)
4. For the resources, no indication of source except for human resources. Why?
5. (a minor comment): for some of the constraints you used the word LACK, which means complete absence. You should use INADEQUATE/LIMITED/INSUFFICIENT....and similar terms unless you mean complete absence, which is not true for most constraints.

GROUP 3

1. Your statement on gender is blanket. May you please unpack it to tell us what it means?
2. For constraints, use of the work LACK especially for political will. Does it mean there is completely no will?
3. No indication of sources for resources

GROUP 4

1. Institutions were not categorized: is it government institutions?

2. Cannot the government also have some ideals of the private businesses such as efficiency and profit making?
3. On gender, you give good general descriptions. Could improve through giving specific country and selected forest (or other scale) examples and quantities.
4. You used creative naming of the resources rather than the traditional financial, physical, human, time, as others. That is a good thing of thinking within a different box.
5. Political will was not qualified: is it too much or insufficient? Clarified in the discussion but it was not listed clearly.
6. Is it gender equality or simply gender consideration?

GROUP 5

1. Are local communities a single thing among stakeholders? (Yesterday someone suggested local communities are made of diverse groups. We should start/continue breaking the group into its components e.g. herders, farmers, charcoal makers, etc...)
2. For gender considerations, the group somehow went beyond forest planning into forest management (e.g. women collectland ownership.....etc.....). The line is always not very clear. Efforts should be made to distinguish the two (that is forest planning vs forest management).
3. Sources of resources were presented without disaggregation into which source for which resource. That would better the presentation of the resources and their sources.
4. Lack of political will: does it mean complete absence of the political will?

GROUP WORK 2

GROUP 1

Why were the data so old, 15 yrs or so, for the planning?

Were the skills needed as listed reflected by the plan or it is a theoretical list of the expected skills?

GROUP 2

They presented general information. They did not link it to any country or specific forest.

GROUPS 3, 4, 5

The main issue for all the groups was inclusion of specific pragmatic information vs general theoretical information.

GENERAL THEORETICAL INFORMATION VS SPECIFIC PRAGMATIC INFORMATION LINKED TO A FOREST ENTITY (AT GLOBAL TO SITE SCALE)

General Theoretical Information Linked to a Forest Entity (Forest Planning and Management)

General theoretical information related to forest planning and management provides a broad understanding of principles, concepts, and best practices applicable across various forest entities.

It encompasses global and regional frameworks, guidelines, and policies that shape how forests are managed and conserved. Here are the merits and demerits of general theoretical information:

Merits of General Theoretical Information

Comprehensive planning guidelines: General theoretical information offers comprehensive planning guidelines that can be adapted and applied to diverse forest sites and regions.

Informed decision-making: Policymakers and forest managers can use this information to make informed decisions based on globally accepted practices and principles.

Capacity building: It serves as a valuable resource for capacity building and professional development, as it equips forest professionals with fundamental knowledge.

Demerits of General Theoretical Information

Lack of site-specific relevance: General theoretical information might not address the unique challenges and opportunities present in specific forest sites.

Implementation challenges: Applying global principles to specific contexts can be complex, and certain aspects may require further customization to suit local conditions.

Specific Pragmatic Information Linked to a Forest Entity (Forest Planning and Management)

Specific pragmatic information related to forest planning and management focuses on evaluating and implementing strategies tailored to a particular forest site or region. It involves detailed assessments, on-site data collection, and adaptive management approaches. Here are the merits and demerits of specific pragmatic information:

Merits of Specific Pragmatic Information

Site-specific relevance: Specific pragmatic information directly addresses the unique characteristics and challenges of a particular forest site, optimizing planning and management efforts.

Targeted interventions: It enables the implementation of targeted interventions, ensuring that conservation and management practices align with the specific needs of the forest entity.

Real-time adjustments: Pragmatic information allows for adaptive management, enabling forest managers to adjust strategies based on ongoing evaluations and changing conditions.

Demerits of Specific Pragmatic Information

Limited transferability: Information gathered for a specific forest site may not be directly transferable to other locations, limiting its broader applicability.

Resource-intensive: Collecting site-specific data and conducting evaluations can be time-consuming and costly.

The Need for Both General Theoretical and Specific Pragmatic Information

Complementing knowledge: General theoretical information sets the overarching principles and frameworks that guide forest planning and management globally, while specific pragmatic information tailors these principles to address unique challenges on the ground.

Enhancing efficiency: Combining general theoretical information with specific pragmatic information ensures that forest planning and management efforts are efficient, effective, and contextually relevant.

Mitigating risks: General theoretical information helps in understanding global trends and risks that might affect forests, while specific pragmatic information assists in implementing measures to mitigate those risks at the local level.

Adaptive management: The synergy between general and specific information allows for adaptive management, enabling forest managers to learn from both global best practices and local experiences to continually improve strategies.

HOW TO PRESENT LONG WORK WITHIN SHORT TIME TO BOTH SAVE TIME BUT ALSO BE THOROUGH

Presenting long work within a short time while maintaining thoroughness can be challenging, but it is possible with effective time management and communication strategies. Here are some tips to help you achieve this:

Prioritize the key points: Identify the most critical information that must be conveyed. Focus on the key messages and main takeaways, ensuring they are clearly presented.

Create an outline: Organize your content into a structured outline. This will help you stay on track and ensure you cover all the essential points in a logical sequence.

Use bullet points and headings: Break down your content into digestible chunks using bullet points and headings. This makes it easier for the audience to scan and understand the main points quickly.

Be concise: Avoid unnecessary repetition and wordiness. Stick to the point and use clear, straightforward language to convey your message efficiently.

Visual aids: Utilize visuals like charts, graphs, and images to complement your content. Visuals can convey information faster and enhance understanding.

Practice timing: Rehearse your presentation to ensure it fits within the allotted time. Practicing will also help you refine your delivery and identify areas that need improvement.

Engage your audience: Keep the audience engaged through interactive elements, questions, or thought-provoking statements. Engagement can help maintain their focus and interest.

Summarize at the end: Provide a brief summary or key takeaways at the end of your presentation. This reinforces the main points and ensures your message is understood.

Know your audience: Tailor your presentation to the audience's level of expertise and interest. Avoid unnecessary details if they are already familiar with certain concepts.

Provide supplementary materials: If you have more comprehensive information, offer supplementary materials or resources that the audience can refer to later for a deeper understanding.

Be well-prepared: Being thoroughly prepared will boost your confidence and enable you to deliver your presentation more effectively within the time constraints.

Practice time management: Be mindful of the time during the presentation. If you notice that you are running short on time, be ready to adjust and prioritize the most critical points.

Remember that the goal is to strike a balance between brevity and comprehensiveness. Being thorough doesn't always mean providing all the details; it means ensuring the key points are well-explained and understood by your audience. By organizing your content, using visuals, and practicing time management, you can present long work effectively within a short time frame.

APPROACH FOR COLLABORATIVE GROUP WORK

Participants will be divided into five groups. Each group will work on the issues guided by the questions prepared by the resource persons for guiding group work. The group will compile a presentation containing points in response to the questions. A group representative will present the work of the group during a presentation session. Each group will work on a single category of forest for each aspect of the group work covered.

QUESTIONS THAT WILL GUIDE GROUP WORK DURING THE TRAINING

The following questions will guide the assessment of forest planning and management for the selected forests represented by the documents brought by the training participants. The aim should be to provide descriptive information and data that is both quantitative and qualitative to address the issues rather than single-sentence answers to the questions. That information should make it possible to compare the assessed issues across forest categories and countries. Wherever possible, the information should be presented in tables showing the issues by the focal themes.

PART 2 OPTION 1: FOREST MANAGEMENT FOR PROTECTION FOREST

GROUP WORK 3 OPTION 1

A. EVALUATION OF INSTITUTIONS IMPLEMENTING FOREST MANAGEMENT

1. Describe the institutions involved in implementation of forest management?
2. Describe the roles of each of the institutions
3. Describe the human, physical and financial resources available for forest management in the responsible institutions

4. Describe strategies that are used to enhance stakeholder engagement including participation of forest adjacent communities in forest management
 5. Describe how gender is considered in forest management
- E. EVALUATION OF THE EXTENT OF COMPLIANCE TO PLANS BY IMPLEMENTING INSTITUTIONS, CONSTRAINTS EXPERIENCED AND HOW TO OVERCOME THEM**
6. Describe strategies used for forest protection
 7. Describe strategies for payment for ecosystem services (PES)
 8. Describe constraints to forest management and ways to redress them (human, physical and financial)

F. EVALUATION OF THE STATE OF MANAGEMENT OF THE FOREST TYPES IN THE SELECTED COUNTRIES, CONSTRAINTS EXPERIENCED AND MEASURES TO IMPROVE VARIOUS FOREST MANAGEMENT OPERATIONS

9. Describe the current state of forest protection
10. Describe the current state of stakeholder engagement including participation of forest adjacent communities
11. Describe the current state of payment for ecosystem services (PES) initiatives
12. Describe factors that affect the forest negatively and ways to redress them

PART 2 OPTION 2: FOREST MANAGEMENT FOR PRODUCTION FOREST

GROUP WORK 3 OPTION 2

G. EVALUATION OF INSTITUTIONS IMPLEMENTING FOREST MANAGEMENT

13. Describe institutions involved in implementation of forest management and their roles?
14. Describe the human, physical and financial resources available for forest management
15. How are stakeholders including forest adjacent communities involved in forest management?
16. How is gender considered in forest management?

H. EVALUATION OF THE EXTENT OF COMPLIANCE TO PLANS BY IMPLEMENTING INSTITUTIONS, CONSTRAINTS EXPERIENCED AND HOW TO OVERCOME THEM

17. Describe strategies used to achieve sustainability of timber resources
18. Describe strategies for value addition, marketing and sale of multiple products from the forest
19. Describe strategies applied to non-productive areas of the forest
20. Describe strategies used to ensure occupational health and safety
21. Describe constraints (human, financial and physical resource) that hinder forest management and ways to redress them

**I. EVALUATION OF THE STATE OF MANAGEMENT OF THE FOREST TYPES
IN THE SELECTED COUNTRIES, CONSTRAINTS EXPERIENCED AND
MEASURES TO IMPROVE VARIOUS FOREST MANAGEMENT
OPERATIONS**

22. Describe current state of sustainability of timber harvests
23. Describe levels of utilization of the timber harvested by utilization type
24. Describe current state of non-productive areas of the forest
25. Describe current state of occupational health and safety
26. Describe factors that affect the forest negatively and ways to redress them

PART 2 OPTION 1: FOREST MANAGEMENT FOR PROTECTION FOREST

GROUP WORK 3 OPTION 1

	A. EVALUATION OF INSTITUTIONS IMPLEMENTING FOREST MANAGEMENT	Indicative minutes used for the aspect
GROUP1	1. Describe the institutions involved in implementation of forest management?	28
GROUP1	2. Describe the roles of each of the institutions	28
GROUP1	3. Describe the human, physical and financial resources available for forest management in the responsible institutions	28
GROUP1	4. Describe strategies that are used to enhance stakeholder engagement including participation of forest adjacent communities in forest management	28
GROUP1	5. Describe how gender is considered in forest management	28
	E. EVALUATION OF THE EXTENT OF COMPLIANCE TO PLANS BY IMPLEMENTING INSTITUTIONS, CONSTRAINTS EXPERIENCED AND HOW TO OVERCOME THEM	
GROUP2	6. Describe strategies used for forest protection	17.5
GROUP2	7. Describe strategies for payment for ecosystem services (PES)	17.5
GROUP2	8. Describe constraints to forest management and ways to redress them (human, physical, financial, etc....)	17.5
	F. EVALUATION OF THE STATE OF MANAGEMENT OF THE FOREST TYPES IN THE SELECTED COUNTRIES, CONSTRAINTS EXPERIENCED AND MEASURES TO IMPROVE VARIOUS FOREST MANAGEMENT OPERATIONS	
GROUP2	9. Describe the current state of forest protection	17.5
GROUP2	10. Describe the current state of stakeholder engagement including participation of forest adjacent communities	17.5
GROUP2	11. Describe the current state of payment for ecosystem services (PES) initiatives	17.5
GROUP2	12. Describe factors that affect the forest negatively and ways to redress them	17.5

	PART 2 OPTION 2: FOREST MANAGEMENT FOR PRODUCTION FOREST	
	GROUP WORK 3 OPTION 2	
	G. EVALUATION OF INSTITUTIONS IMPLEMENTING FOREST MANAGEMENT	
GROUP3	13. Describe institutions involved in implementation of forest management and their roles?	35
GROUP3	14. Describe the human, physical and financial resources available for forest management	35
GROUP3	15. How are stakeholders including forest adjacent communities involved in forest management?	35
GROUP3	16. How is gender considered in forest management?	35
	H. EVALUATION OF THE EXTENT OF COMPLIANCE TO PLANS BY IMPLEMENTING INSTITUTIONS, CONSTRAINTS EXPERIENCED AND HOW TO OVERCOME THEM	
GROUP4	17. Describe strategies used to achieve sustainability of timber resources	28
GROUP4	18. Describe strategies for value addition, marketing and sale of multiple products from the forest	28
GROUP4	19. Describe strategies applied to non-productive areas of the forest	28
GROUP4	20. Describe strategies used to ensure occupational health and safety	28
GROUP4	21. Describe constraints (human, financial, physical resource, etc...) that hinder forest management and ways to redress them	28
	I. EVALUATION OF THE STATE OF MANAGEMENT OF THE FOREST TYPES IN THE SELECTED COUNTRIES, CONSTRAINTS EXPERIENCED AND MEASURES TO IMPROVE VARIOUS FOREST MANAGEMENT OPERATIONS	
GROUP5	22. Describe current state of sustainability of timber harvests	28
GROUP5	23. Describe levels of utilization of the timber harvested by utilization type	28
GROUP5	24. Describe current state of non-productive areas of the forest	28
GROUP5	25. Describe current state of occupational health and safety	28
GROUP5	26. Describe factors that affect the forest negatively and ways to redress them	28