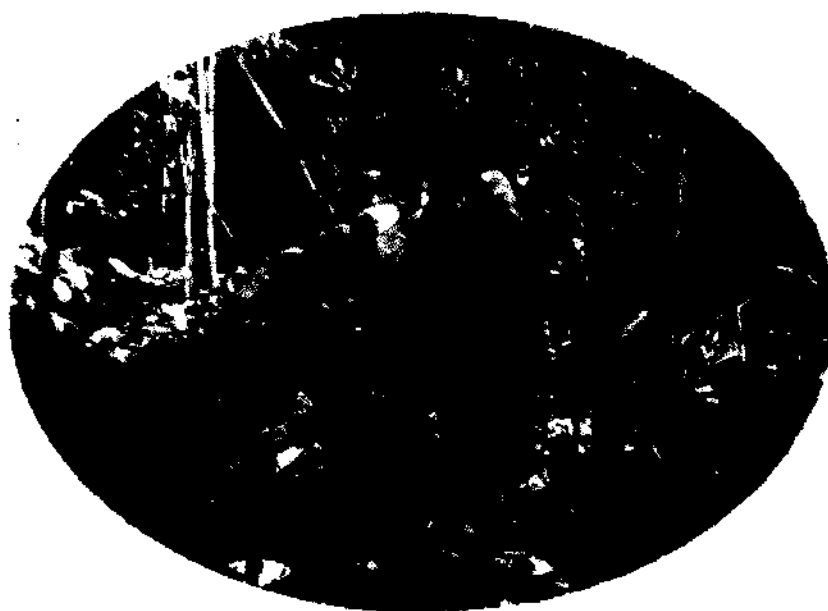


Community Forestry in Cambodia

Guidelines for Development



Prepared under the project:
***"Participatory Natural Resource Management
in the Tonle Sap Region"***

**Provincial Department of Forestry
Food and Agriculture Organization of the United Nations (FAO)
SIEM REAP, CAMBODIA**

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Foreword

The organized management of forests by local communities was initiated in the early 1990's in Takeo, Pursat and Kompong Chhnang provinces through NGO support. In 1995, the Belgian funded, FAO implemented project "*Participatory natural resource management in the Tonle Sap region*" began work in Siem Reap province through the provincial departments of forestry, fisheries and environment. Community management of forests began in 1997. The work has continued to develop and expand over the ensuing years. Simultaneously the Government of Cambodia has enacted supporting legislation including the Forest Law of 2002 and the Community Forestry Sub-decree of 2003. With the passing of appropriate legislation, both Government and numerous NGOs are now working to support community forestry development. These guidelines have been compiled by the staff of FAO, Siem Reap based on our years of experience with community forestry within the province of Siem Reap. We have prepared these guidelines in both English and Khmer as a contribution and reference for government staff and other facilitators of community forestry development in Cambodia. We hope you find them to be of practical use.

PT Evans
Team Leader

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Glossary

The following definitions relate specifically to community forestry in Cambodia:

Block (division) – individual management units within a community forest based on vegetation and/or management objectives.

Capacity building – the development of the ability of people in community forestry to critically analyse their situation and to take positive steps to effect change. It also includes being able to deal with other stakeholders including the authorities from a position of relative equality.

central committee – a group of community members elected by the community to represent the people for management of the community forest. Often composed of representatives from village sub-committees.

community – a group of residents in one or more villages who share a common social, cultural, traditional and economic interest in the use of an area of forest, which they live in or near.

community forest – an area of the permanent forest reserve that has been granted to a community for access and use subject to a community Forestry Agreement, Community Forestry Management Plan and the Community Forestry Sub-Decree.

community forestry – sustainable forest management through the participation of local people, by making the objectives of local people central in forest management and ensuring that local people obtain reasonable benefits from forest management.

consensus – joint discussion to reach a decision which is acceptable to all involved stakeholders.

efficiency – using the resources of a community forest in a way that maximizes benefit to the community and minimizes costs (such as time, labour and destruction of resources).

equity – where benefits from the community forest are distributed equally or in a way that the community members regard as fair.

facilitator – a trained government officer, NGO staff member or a villager who helps and promotes the community forestry process, e.g., encourages community members to participate and co-operate with each other, assists in solving problems, provides direction for the process, summarises and reports on progress.

focus group – a group of people who share a similar interest in the management of natural resources, e.g., fuelwood collectors.

inventory – a description of forest resources and their condition (qualitative and/or quantitative).

inventory plot – a small square of forest (no larger than 10m x10m) within which the resources of the forest are measured and described in detail.

inventory team – a group of community members who participate in resource inventory.

forest management – the protection, improvement and utilisation of forest resources.

management operations – all the activities or work carried out in a community forest to protect, improve and/or utilize resources, e.g., tree planting.

monitoring – the process of measuring changes in specific indicators (e.g., tree height, reduction in poverty) at regular intervals over time. This information can then be used to assess whether management objectives are being met.

NTFP (Non-Timber Forest Product) - any product from the forest that is not timber (wood for construction) which includes products like fuelwood, rattan, bamboo, fruits and other edible items, medicinal plants, etc.

participation - a process of collective analysis, learning and action.

PRA (Participatory Rural Appraisal) – a systematic yet semi-structured activity carried out in the field to quickly acquire new information and new ideas for rural development.

stakeholders – individuals, groups or organizations of men and women who are in one way or another interested, involved or affected (positively or negatively) by management of the community forest.

sustainable use – the use of a natural resource in a way that will protect and ensure the availability of that resource for future generations.

transect – a line – usually straight – across the land or water along which information is collected about plants, animals or other features of interest.

1. INTRODUCTION

These guidelines describe in a logical sequence *the process of community forestry development* from initial awareness raising to monitoring and evaluation of field activities. Wherever possible, the information contained herein has been drawn directly from experience obtained in Siem Reap Province by the FAO project "*Participatory Natural Resource Management in the Tonle Sap Region*". Additional information has been provided from other sources which may be of use as community forestry is further developed in Cambodia.

1.1 Target Audience

The strength of these guidelines is that they are firmly rooted in the practicalities of field work in Siem Reap Province. The information and ideas are presented in such a way that users will be able to transfer, and adapt them to their own unique circumstances and situations. This document is intended to assist both managers and field-facilitators in government community forestry units and within community based natural resource management (CBNRM) in general.

Many training manuals are very good at describing the theory of community participatory approaches, fewer actually write about what works. Describing the process of community forestry development as it occurs on the ground within an existing project, will allow users of these guidelines to bridge the gap between the theory and the practice of community forestry in Cambodia.

1.2 FAO Project, Siem Reap

The majority of Cambodians live in rural areas and are heavily dependent on natural resources for subsistence and commercial sale. Forests and forest resources are therefore vital for the livelihood and well-being of rural Cambodians. The degree to which communities rely on forests varies according to a number of factors including: availability of forest resources, level of poverty within a community, level of access to the resources, distance to markets and availability of other income generating opportunities. The most heavily forest resource dependent members of society are usually the poorest members.

Until recently Cambodia had a large amount of intact natural forest that had not been commercially exploited. However, this situation changed with the relative political stability of the 1990's. In the past decade, there has been rapid loss of forest cover due to a poorly supervised forest concession system, extensive illegal logging activity, land grabbing and a rapidly expanding population. This has accelerated environmental degradation and the economic security of rural people.

A change in direction towards a participatory approach whereby local people are given the right to control and manage their own natural resources was considered the best way to address these problems. To contribute to this, the project "*Participatory Natural Resource Management in the Tonle Sap Region*" was implemented in 1995. The premise of the project is that local people participating in the management and care of their own natural resources is the most effective way to find local solutions to local problems.

The overall objective of the project has been *"To establish responsible, productive, and sustainable management of forest and fishery resources by local communities to meet local needs and to stimulate local development within the province of Siem Reap"*.

The main focus of the project is on facilitation of community based management of natural resources in Siem Reap Province. Although the project works both in the fisheries and forestry sectors, this document will focus exclusively on the community forestry sector. The project has been working with communities to reduce natural forest degradation and loss by placing resource management and control under the responsibility of the traditional users. The focus has also been to ensure that products from forest lands are used by the communities and where possible income is generated by their sale. It is often the case when communities are first given the legal right to manage their natural resources that they protect them and do not allow harvesting of products to occur. This can negatively impact the people most directly reliant on the resources, who also tend to be the poorer members of the community. The project has worked with communities to encourage sustainable harvesting of forest projects to meet local needs and, where possible, to stimulate local development.

The first phase of the project was a *pioneering phase* to collect baseline data and to initiate trials related to natural resource management within the inundated forest and associated watershed of the Tonle Sap Region. One district within the province of Siem Reap (*Sotr Nikum*) was selected as the target site and a pilot unit of 2,642 hectares was selected for community based natural resource management within the inundated forest ecosystem. During this first phase, a considerable amount of data was collected, counterpart staff trained, and field experience gained that served as the foundation for the 2nd phase.

The second phase of the project represented the *implementation phase*. The focus was on development and implementation of community based natural resource management over a wide area and within a variety of environments and/or jurisdictions, i.e., Forest Department Land, Fishery Domain, and National Parks. The staff went to the field to *'learn by doing'* with the local communities. Community forestry was initiated in the upland forests and within the inundated forests on the lake. At the start of the second phase, the project was assisting 6 villages with the management of the 2,642 hectare *pilot unit*. By the end of the second phase, some 70,000 hectares of inundated forest and 20,000 ha of upland forests were under community protection and management by some 180 villages located throughout the province of Siem Reap.

During the second phase, the project became recognized at the national level as a *model* project for community based natural resource management in the country. Numerous organizations sent their staff to see and learn from what was being done in Siem Reap. Field results from the project have been used to influence both policy and legislation within both the forestry and fishery sectors.

The third phase of the project represents the *consolidation phase*. During this current phase, emphasis in the forestry sector is on the establishment of community forestry within the province of Siem Reap. There is now considerable support among provincial officials and there are currently 44 established community forestry sites (comprised of 84 villages) with 21 completed management plans and others nearing completion. Emphasis is on communication / extension, management planning and management plan implementation. The project is working to establish income generation through community forest management to both

support management and to contribute to local development. These guidelines are an output of this current phase and are based upon some 7 years of field experience.

COMMUNITY FORESTRY DEVELOPMENT

1. The Policy Context

Policy within the Forestry Sector is based on the *concept of sustainable management*. In the early to mid 1990's much of the forestland was allocated to commercial logging concessions. Land was allocated in a non-transparent process with little or no regard for local communities and their traditional use of the forest resources. A "Forest Policy Assessment" was conducted by World Bank, FAO and UNDP in 1996 which resulted in the "*Forest Policy Reform Project*" in 1997 - 1998 which essentially supported the forest concession system as most appropriate in the medium term, but with serious revisions.

The Asian Development Bank (ADB) followed up with a review of the forestry concession system in 1999 and established guidelines for concession forest management planning and environmental impact assessment. Several non-viable concessions were cancelled and the remaining 14 concessions were required to prepare environmental and social impact assessments and management plans by September 2001. These were not submitted on time and a ban on all further logging activity was imposed in January 2002 until management plans were submitted and approved. The logging ban is still in place as of May 2004 and no legal concession logging is taking place. Since 2000, the World Bank has been implementing a "*model forest concession management project*", which seeks to establish viable forest concession management. There have been many problems and the donor community, along with the government, commissioned an *independent forest sector review*, which started in September 2003 and finished its work in April 2004. The future of the concession system is in doubt.

Noteworthy is the fact that the new *Forest Law* became official in September 2002. This law covers all types of forest use and control for those forest lands under the jurisdiction of the Forest Administration. This law establishes community forestry as a land use option both within and outside of forest concession lands. A recent significant development has been the approval of the *sub-decree for community forestry* by the Council of Ministers on 17 October 2003. After many years of struggle and negotiation, the legislation is now in place. This law allows communities to have legal control and user rights over their own forest resources and is a crucial step in the development of community forestry in Cambodia. There are however still difficulties associated with vague wording in some of the laws, and with elements of the political environment in which community forestry initiatives must operate.

The Government has now adopted an approach which allows community participation in forest management within concession areas and encourages community forestry development of lands outside of concessions. Thus, the overall prospects for CBNRM to be successfully implemented in Cambodia are encouraging.

2.2 What is Community Forestry?

Community forestry is basically the protection and sustainable management of a defined forest area by a defined community. In Cambodia, most forest resources are the property of the Government's Ministry of Environment (MoE) or Ministry of Agriculture, Forestry and

Fisheries (MAFF). Under the concept of community forestry, the Government **transfers** control and management responsibility for the forest resources to an **identified local community** while maintaining actual ownership of the land. This ownership of the land gives the Government leverage over the community to ensure they protect and manage the forest resources in a responsible and sustainable manner.

The concept of community forestry is based on the assumption that local communities when given the opportunity, will manage their resources in their long-term interests, and that these interests equate to sustainability. Essentially, community forestry is a strategy to involve all stakeholders in the care and management of forest resources. It ensures that the objectives of local forest dependent people are the central focus of all management decisions. At its simplest, through properly organized community forestry, local men and women who are dependent on forest resources will:

- work together to achieve mutually beneficial outcomes from the management of their common forest resources
- be the main users of the forest, relying on both timber and non-timber products to support their basic livelihood needs
- be the people who decide on the objectives of forest management and design the management plans for the forest areas which they have decided to use communally
- contribute knowledge and skills to the design of management plans and input to all decisions made affecting the forest resource
- receive both social and economic benefits from managing the forest resource

(taken from Thomas, F., June 2000; Community Forestry Guidelines, Sustainable Forest Management Project, ADB, Cambodia)

This strategy of participatory involvement in resource management has been successfully used in community forestry in Siem Reap to enable local people to take greater control of the decisions that affect their daily lives.

2.3 Participation in Community Forestry

These guidelines focus on participation and the use of participatory approaches with communities for the development and implementation of community forestry. The goal is to enable communities to be able *to manage their own resources and to take control of the decisions that directly affect their lives, with minimum outside intervention*. For this to happen there needs to be meaningful participation.

Definition:

Participation is a process of collective analysis, learning and action.

Purpose:

- Change the balance of power so that everyone's rights and aspirations are respected, acknowledged and used
- Generate shared understanding of problems, priorities and possibilities
- Agree on achievable and sustainable change and action

- Build the capacity of local stakeholders to take action to solve their own problems
- Celebrate achievements, develop strengths and generate shared learning

• **different levels of participation:**

1. **Informing** - providing the community with information about the planned development and the benefits of it, e.g., information booklets or community meetings. Local participation is passive rather than active, and there is no empowerment of local people or ownership of the planned activities.
2. **Consulting** - offering different options and listening to villagers' feedback about them. This is the first step to involving local people and using their greater knowledge of local conditions. However the facilitator still retains power and control, e.g., focus groups or interviews.
3. **Deciding together** - community members are encouraged to provide ideas and options and there is joint decision making. A range of stakeholders have the opportunity to become empowered and to take ownership of the process. Usually done through committees, and joint activities to plan and analyse.
4. **Acting together** - a partnership is formed between different stakeholders to decide the best solutions and also to carry them out. Villagers are involved at all stages of the process and power is shared equally. Development workers are acting as facilitators and partners.
5. **Supporting independent initiatives** – community members are helped to do what they want, on their terms for their own reasons. Power and control are now with the villagers. Development workers facilitate or consult as requested.

In reality it is only levels 3, 4 and 5 which involve meaningful participation of villagers through democratic processes and empowerment. It is easy for a facilitator to act in the role of an expert and to only provide the community with a fixed list of ideas and choices, but this is *not* participatory and it is *not* sustainable. Your aim is to enable the villagers to implement their own ideas, and to achieve this you must keep your values, opinions and judgements separate. Some concerns in Cambodia are:

1. **custom and tradition**
 - it is seen as normal for a facilitator to give advice and to tell villagers what to do rather than to ask them and help them to explore their ideas and thoughts
 - facilitators believe that they must act as if they know all the answers for the villagers to respect them
 - the villagers expect to be told information like in the classroom
2. **lack of confidence**
 - facilitators are afraid to ask questions in case they do not know the answers
 - it is easier just to tell people than to explore their ideas
3. **lack of alternative strategies**
 - a process for the development of community forestry has been established and everyone has been trained how to implement it step by step. There is thought to be no room for flexibility and individual initiative.

Example: Boeung Mealea Community Forest

The FAO project first started working in this community in 1999. A timeline of decisions and levels of participation of the majority of villagers (*in bold*) is shown below. This is followed by what we are working to achieve:

1999-00	Facilitators conducted extension work on the potential of community forestry and its benefits at the district, commune and village levels. The concepts were new and so this took time. INFORMING
2000-01	Facilitators talked to the villagers about different options such as which area to zone as a community forest, the reasons/objectives for having a community forest. The options were created by the facilitators and villagers encouraged to choose from a pre-determined list. Power and control remained with the facilitator. INFORMING & SOME CONSULTING
2001-today	Discussions are held between the facilitators and the villagers about management planning, roles and responsibilities, benefit sharing, etc. The majority of villagers do not actively participate. There are however some villagers (normally from the committee) who are able to voice their opinions and to affect the decisions being made. INFORMING, CONSULTING & SOME DECIDING TOGETHER
<i>Ideally</i>	<p>A large number of villagers contribute ideas and opinions to meetings. These are discussed and decisions are made. The villagers in general have the capacity to influence the decisions that affect them. DECIDING TOGETHER</p> <p>All the people involved with/ interested in the forest have discussions to select the best possible solutions for all concerned. Everyone has power in the process. ACTING TOGETHER</p> <p>The villagers make suggestions about what they would like to research, how they would like to manage the forest, etc. The villagers are setting the agenda and now have all the power and they affect all the decisions. SUPPORTING INDEPENDENT INITIATIVES</p>

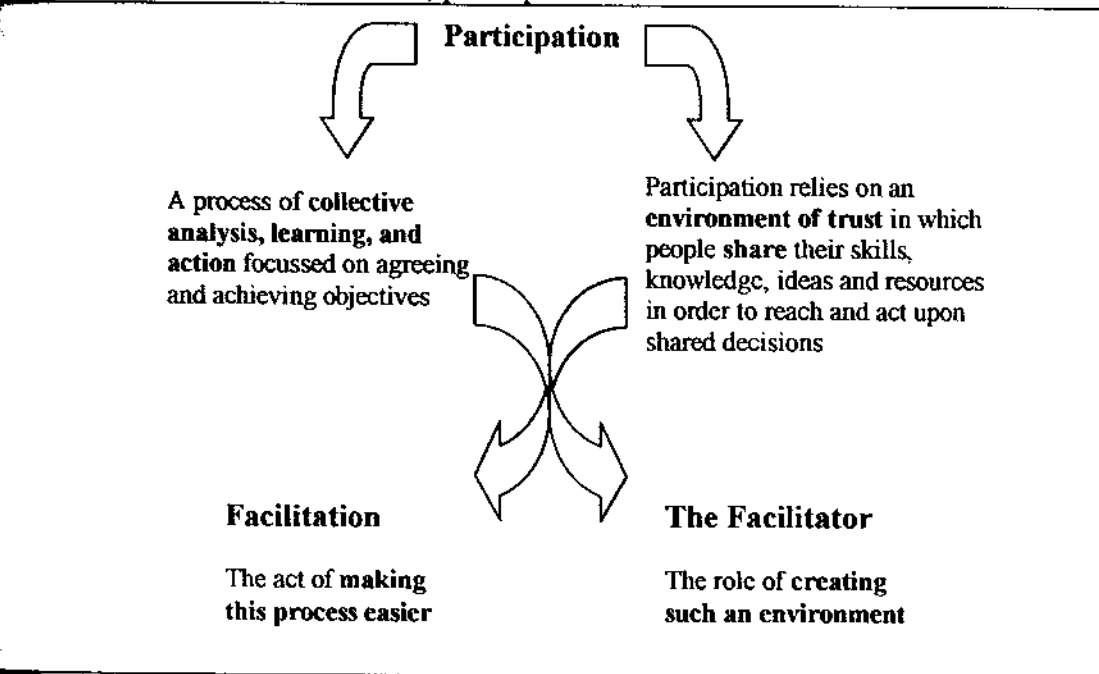
2.4 The Role of the Community Forestry Facilitator

"Facilitation is the art of communication, being flexible, being creative, showing understanding and having analytical skills. It is also the art of keeping your opinions and ideas separate from those of the community".

Fundamentally the role of the facilitator is to help the discussions and problem solving processes of others, to find out what they think, what they feel, and what is their development agenda. The aim is to work according to the agenda, culture and environment of local

The way you communicate must reflect aims of mutual learning and understanding. Facilitation and participation are inter-linked as shown below:

1. The link between facilitation, participation and the facilitator



(from Bradley, D., 2003; VSO Toolkit, Participatory Approaches, VSO London)

When a facilitator is working with a community to assist them with organization and training, the role of the facilitator is to:

- ensure suitable locations for activities, where people feel comfortable speaking and inter-acting, e.g., in the forest, in the pagoda, etc.
- select appropriate methods of communication, e.g., use visual media and discussion if this is how the audience normally communicates
- explain the purpose of the discussion clearly
- assure the group that their views and ideas are valued and important
- introduce questions or activities which will start discussion
- listen to, remember, and build on facts after the group has completed the discussion
- encourage the discussion without interrupting and try to ensure that everyone is given the opportunity to participate
- discourage the 'talkers' who dominate the discussion
- strive for participation by all stakeholders, e.g., men, women, young, old, etc.
- encourage group members to respond to questions, and answer each other's questions and to talk as openly as possible
- summarize the discussion at the end but try not to pass judgment or give an opinion
- ask the group for their suggestions about how to proceed after the discussion

A good facilitator is able to:

- create a good atmosphere and understanding between the facilitator and the participants and amongst the participants
- listen to others, allow people to ask questions, understand the feelings of others and give support
- communicate well and encourage everyone else to do as well
- be aware of personal strengths and weaknesses, and be willing to change
- understand group dynamics between the facilitator and group members, and encourage positive relations for all
- nurture the learning abilities of group members and ensure a good learning environment
- help the group identify problems, make decisions, set goals and solve problems
- apply management skills and use resources, both human and material effectively
- share and promote the development of leadership skills amongst the whole group

The long term objective of a facilitator is to make themselves redundant by transferring facilitation skills to community members. Also by building the capacity of community members to be able to manage their resources and to take control over the decisions that affect their lives. (taken from VSO training material 2001, following the ideas of Paulo Friere)

2.5 Conflict Management

Good communication and transparency are essential throughout the community forestry development process to ensure everyone at all levels understands what is happening in order to minimize conflicts. However, conflicts over land use will arise and it is the facilitator's responsibility to assist communities to minimize and resolve those that do.

Objectives:

1. Analysis of the conflict
2. Stakeholder analysis
3. Conflict resolution through consensus based decision making

PRA tools that can be used:

- group meeting
- cross-checking
- problem tree
- brain-storming

What is conflict?

Definition: *Natural resource conflicts are disagreements and disputes over access to, and / or control and use of natural resources.*

is a natural part of human society and is inevitable. In Cambodian culture conflict is extremely negative and thus will often not be acknowledged and discussed. It is to explore issues of conflict in detail if the true causes are to be revealed. It is to admit there is conflict and to discuss it then to ignore it and hope that the problem resolves itself. Conflict can be resolved using the techniques explained here.

Points need to be addressed to:

- secure livelihoods of participants
- control environmental degradation
- empower local communities by allowing local people to negotiate decisions affecting them
- empower communities so that they will be better able to manage conflict in the future
- ensure protection of the rights of minority groups, who are often involved in conflicts over use of natural resources

Levels of conflict

Conflicts can occur at a number of different levels, they are usually between:

- local people, i.e., over the amount of forest products to be harvested
- neighboring communities disputing control of forest areas and the products from them
- villages, businesses, and government disputing the right of the community to have control over its natural resources
- communities/government departments and inter-departmental – jurisdiction disputes

How to resolve conflicts in community forestry

There are certain basic building blocks, which need to be established and worked on throughout the whole conflict resolution process and include:

- capacity building of the stakeholders involved to be able to work through the conflict resolution process
- consensus based decision-making, i.e., all people have the opportunity to express their opinions and all decisions are based on mutual agreement keeping people informed at all stages in the process.

STEP 1: Review information already gathered

Focus on specific conflicts identified by community members, and review the information already gathered about causes, the stakeholders involved and possible ways to resolve them.

Cross-check with the community that these are the most important conflicts and that the information is correct. Make sure that you have the basic information listed above and attempt to fill any gaps by questioning villagers.

STEP 2: Meet separately with the other stakeholders involved

The main purpose of these meetings is to engage all stakeholders, so they can analyze the conflict from their perspective. Use a *problem tree* to explore if they think there is a conflict and the possible causes and effects of it. Facilitate a learning process to help stakeholders understand the conflict better and to decide how to act. This process will highlight points of

agreement and differences between the stakeholders. Remember that different stakeholders will be available at different times, so one group meeting may not be sufficient. Questions that you need to consider are:

- what are the interests / concerns of each of the stakeholders involved in the process?
- do the stakeholders need to work together to achieve their goals?

STEP 3: Assess conflict management options

The essential role of the facilitator is to encourage stakeholders to think about wider perspectives and to suggest different options for negotiation. The stakeholders are not committed to any of the options they suggest at this stage. Questions that you need to consider are:

- what are the best alternatives for all the stakeholders?
- what are the different options for solution of the problem that could be presented at the negotiating table? – remember there are always different options for solution.
- are these different options acceptable to all members of each stakeholder group or will they marginalise some members.?

STEP 4: Agree on a strategy for managing conflict

It is assumed that the community have been unable to resolve the conflict in other ways such as through customary negotiation or the use of national laws. As each conflict is unique, establish ground rules for resolution by group discussion. Questions to consider are:

- what are the rules for participation and who will participate?
- will discussions involve all stakeholders in direct face to face negotiation? - or is it necessary to involve a neutral third party to mediate?
- how can competition with other stakeholders be balanced with some co-operation? - often stakeholders believe that discussions are totally competitive.

STEP 5: Establishing agreement

This is the complicated part. The aim is to bring people together, through the use of a facilitator, to find a mutually beneficial solution. Remember participants may have different cultural backgrounds and different ways of negotiating. Design negotiations in ways that:

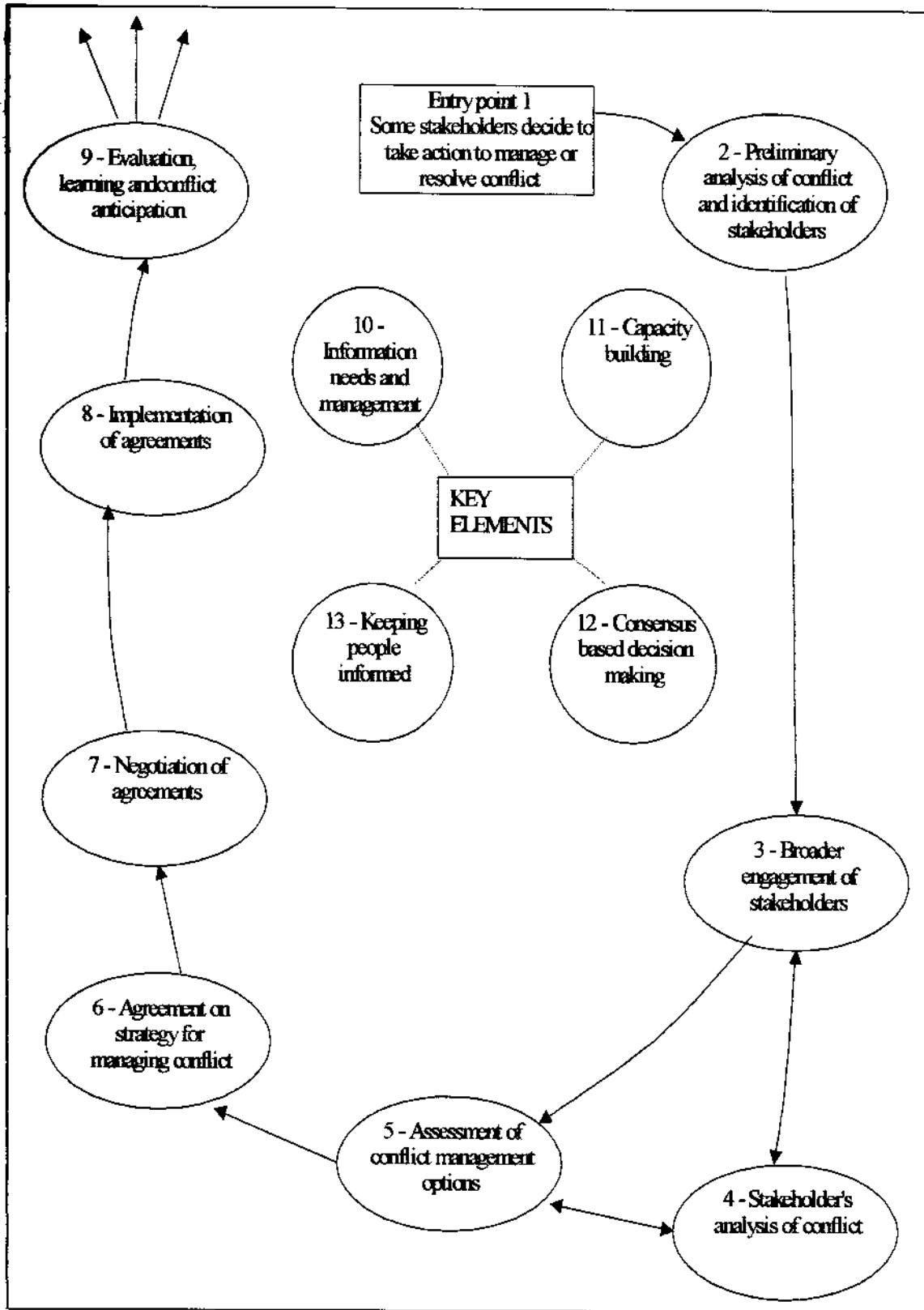
- build participants' ownership of the process, and their faith and trust that it will work
- are sensitive to culture, gender, power and other relevant social dimensions. These biases have to be deliberately overcome in order to provide more equal negotiations
- create a blame free environment where issues can be discussed

Use points of common understanding as the basis for building agreement. Work through the list of options from the stakeholder groups to try and arrive at a set of realistic agreements that all parties will commit to. Once a verbal agreement has been reached but before it is signed consider implementation and monitoring. Key questions to ask are:

- how will stakeholders ensure that the agreement will be acted upon?
- what monitoring mechanisms will be set-up to ensure compliance?

All points should be clarified and a final agreement signed among the stakeholders.

Figure 2: The Conflict Management Process



(taken from Josayma C, Means K, 2002; Community based forest resource conflict management, A Training package, FAO)

STEP 6: Implementing and monitoring the agreement

All stakeholders involved in the process need to be sure that the agreement will be implemented as stated and will not negatively affect them. Discuss the following key elements with the stakeholders:

- roles and responsibilities of the various stakeholders, i.e., who will do what and when
- processes of communication i.e., how will they keep each other informed and how will other peoples inputs be incorporated?
- transparency and flexibility i.e., what procedures do they need to ensure transparency in how the agreement is carried out?

After this discussion encourage the stakeholders to draft the final written agreement which all of them will sign.

3. COMMUNITY FORESTRY DEVELOPMENT PROCESS

The development of community forestry in any location is a step by step process (*Figure 3*). Trained government or NGO staff serve as facilitators working directly with local communities to empower them for sustainable management of natural resources. In this section, the process of community forestry development in Siem Reap will be described. This includes the use of Participatory Rural Assessment (PRA) tools. Where these tools are mentioned in the text please refer to *Appendix 1* for a more detailed description of how, why and when to use them.

3.1 Site Selection

Objective

To select suitable locations where community forestry can be developed and sustained

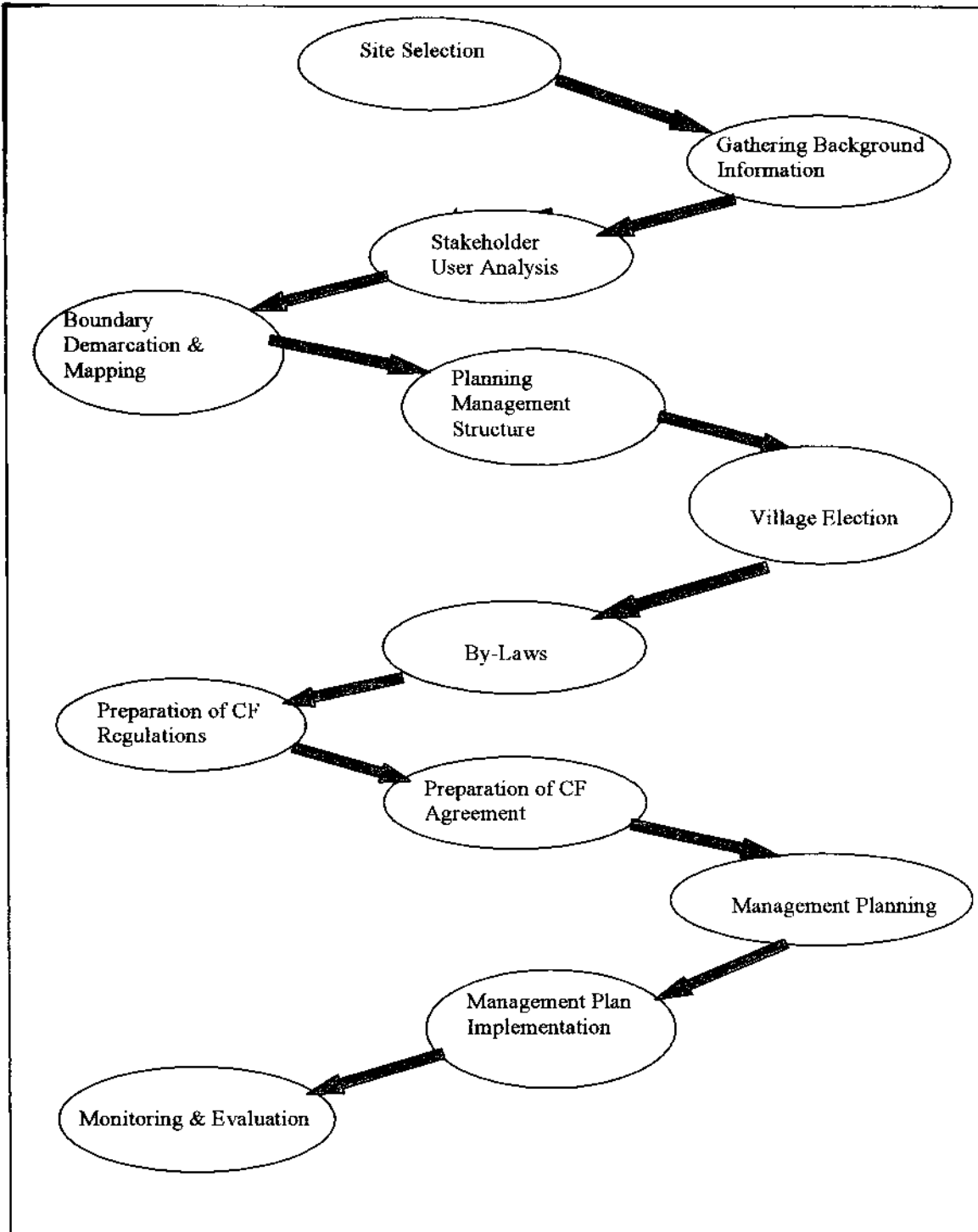
Activities

- raise awareness amongst provincial governors, commune councils, forest department staff and village chiefs about the existence and potential of community forestry
- introduce the concepts, importance and benefits of community forestry
- ensure that the community is suitable for and interested in the establishment of a community forest
- briefly assess forest resources in the community
- assess conflicts already existing in the community
- assess if the request comes from the whole community or from an individual or small interest group

PRA tools that can be used:

- building rapport
- group meetings
- direct observation
- conflict assessment using - focus group discussions / key-informants

Figure 3: Flowchart of the Community Forestry Development Process



STEP 1: Introduce idea of community forestry

Attend planning meetings in the governor's office, the forestry administration and the regular monthly meetings within each District Headquarters to inform commune council representatives and other district authorities about the process, opportunities and benefits of community forestry development. Also participate in commune council planning sessions

and subsequent District Integrated Planning Workshops. Request commune chiefs in district meetings to discuss community forestry with their village chiefs and to inform about any interest expressed by them.

STEP 2: Collect and review requests

Community forestry development requires decisions on target areas in which to work. Factors that might influence this decision are:

- ***need*** – is there a problem that community forestry can help to address, e.g., land-grabbing, reduction in the availability of forest resources?
- ***priority*** – is the area considered to be of high importance for the alleviation of poverty and the protection of the forest, e.g., areas of high biodiversity, areas of extreme poverty?
- ***impact*** – does community forestry development have a good chance of achieving high impact in the area, e.g., protection of significant forest resources, livelihood improvement?

The initial request for assistance to develop community forestry must come from the community itself. These requests are usually made through the commune council to the local forest office. The most common reasons for a community to make a request are conflict over forest use such as land grabbing, illegal logging, encroachment by people from outside the community or diminishing availability of products from the forest. Simply because a request has been submitted from the community does not mean that it is automatically representative of the feelings of the community as a whole. It is important to assess who initiated the request and their role in the community. All requests received must be reviewed and dialogue initiated with the concerned communities.

STEP 3: Discuss concepts, importance and benefits of community forestry

Hold discussions with villagers about community forestry to inform them and to find out their initial questions and uncertainties. The following key points should be discussed:

- meaning of community forestry (see section 2.2 above)
- general importance / benefits
- protection of the forest for future generations
- improvement / increase in forest resources through protection
- rules and regulations for the management of the forests decided by the community
- protection of traditional and customary access and user rights
- policy context (see section 2.1 above)

STEP 4: Assessment of interest

Discuss with the people in a group meeting, their reasons for wanting to become involved with community forestry. The main aim is to determine the level of interest and commitment amongst the community members. For anyone working directly with communities, success depends on the community really wanting to change or improve their natural resources

environment. This is also an opportunity to identify the most motivated people, who could potentially act as *key-informants* and help facilitate the process.

STEP 5: Forest resource assessment

Briefly conduct an informal assessment of the forest resources available to the community to determine if there is potential for the creation of a community forest. This will normally be done by talking with village representatives and by walking through the forest with them to undertake *direct observation*. Questions that need to be considered are:

- does the community have legal land tenure over the proposed community forest area?
- is the forest close enough to the community to be protected and managed regularly i.e., within 10km?

STEP 6: Conflict assessment

The main aim is to determine if conflicts exist in the community over the use of forest resources and if a community forestry initiative can help to solve them. This is often likely to be the situation and may be the reason why the community first requested assistance. If conflicts are serious then the establishment of community forestry will be unsuccessful and another site needs to be selected. Examples of serious conflicts are land grabbing by people with power such as the military, or disputes over the legal ownership of land.

Some conflicts will be immediately obvious, but it is important to ask villagers further questions to discover if there are any other conflicts. Gathering information of this type often needs to be done on an informal basis using *focus group discussions* or *key informants* rather than through *group meetings* as the issues involved can be sensitive.

3.2 Gathering Background Information

Objectives:

1. Gather and review existing information about the potential community forest
2. Identify gaps in the existing information such as the history of forest usage or the location of water springs
3. Collect new data to fill in these knowledge gaps

PRA tools that can be used:

- participatory resource mapping
- group meetings
- key informant interviews
- transect walk
- cross-checking
- semi-structured interviews
- focus group discussions
- time-lines

When gathering information it is essential to approach people in different locations, so that you can get all information possible. For example, if people are working in the fields then

that is where you should go to talk with them. If women are looking after children then go and see them in their own homes. You need to approach them on their terms and in an informal manner. The essential information that you need to gather is:

STEP 1: Assessing Human Resources

To identify what experience people in the village have and what knowledge they possess.

This is perhaps the most important information that you will need, to effectively work in the community and to achieve the villagers' goals. This information will provide a guide as to who might be useful to act as *key informants*, or to take part in *focus group discussions*. Collect the information throughout the community forestry development process by direct observation and by questioning people in *group meetings* and individually when you meet in the village. Remember that local people are much better informed about the local situation than you are, and so it is essential to use their information. Consider the following:

- who is most knowledgeable about the community and its history?
- who is most knowledgeable about trees / plants and local use?
- is there anyone who harvests special products from the forest that other people do not?
- is there a Krou Khmer (traditional healer) in the community (they will use medicinal plants and may have more knowledge about the forest?)

STEP 2: Village / forest history

This information is required to provide an impression of each of the villages in the community and to help build rapport with the villagers. For the facilitator, having this information will enable them to work more effectively and to establish more sustainable community forestry.

- use *timelines* from *focus group discussions*, and *semi-structured interviews* to record events that the villagers think are important, which have occurred in the forest / village in the past.
- when all *focus groups* have completed *time-lines* get all participants to join together and discuss the results from the individual groups
- clarify the *time-lines* and resolve any misunderstandings that have occurred

Such validation or *cross-checking* is very important to ensure that one is not just gathering a single point of view, explanation or interpretation of events.

STEP 3: Land-use / infrastructure

Gather information on:

- how people use all village lands not just the land they regard as forested
- if there is enough land or is there thought to be a shortage
- roads and other transport infrastructure that exists in the community, and if these roads are useable all year

This information is useful because later in the development process when the community is deciding which land to choose as a community forest it may be possible to use land that they do not think of as 'forested'. If the access routes to the village are good then it may be possible to sell some forest products to markets outside the immediate area (discussed in Chapter 4).

STEP 4: Administrative structure / population statistics

This information can most easily be obtained from the village or commune head. You need to know the existing structures within which you must work, and who outside the village needs to be kept informed about the community forestry development process. It is also good to know the potential number of people with whom you are interacting.

STEP 5: Availability of forest resources

To determine what forest resources are available so that community members can think about issues and solutions for future discussion. This process involves a *participatory mapping exercise* with the villagers. Facilitate the villagers to draw a map, which shows the relative locations of their important forest resources. These could be timber, thatch, edible plants, medicinal plants, wildlife, construction materials, etc. At this stage discuss the concept of forest blocks (dividing the forest area into specific vegetation types) with the villagers and have them marked on the map, also mark on it their uses for each of the blocks.

STEP 6: Forest utilization

Information on forest use is essential for understanding needs and opportunities for forest management. Data on forest history has already been gathered and gives the reasons for the forest that is visible today. Collect data on:

- who uses which parts of the forest, for what purposes, and at what times of year
- the number of people in the village who are heavily dependent and partially dependent on the forest resources
- whether they are directly or indirectly dependent, in other words, if they actually go to the forest to harvest the products themselves or if they are involved in the onward sale or purchase of the products or some other secondary activity.

STEP 7: Issues of resource supply

The objective is to find out if the villagers think that there are problems with the supply of key resources they use from the forest area, e.g., fuelwood, food plants, medicinal plants, etc. Supply problem identification is useful because community forestry should address problems and because problems may cause conflict. Questions to ask include:

- has the harvest of the resource in question changed over time?, been decreasing?
- are there areas of the forest which no longer have the resource?

STEP 8: Conflicts and constraints

Your aim is to find out what the villagers think are the most important conflicts in their usage of forest resources. Conflicts need to be identified early on so that they can be discussed and hopefully eliminated. Collect information on:

- forest areas where conflicts exist, or there are problems and the reasons for them, using the resource map to encourage the villagers
- on what the villagers see as the main constraints on their usage of the forest resources (different from conflicts, e.g., might include forest too far from the village, too many people use the forest or frequent fires burning the area)

It is important to explain to villagers that community forestry cannot solve all problems and that only some things are possible. Do not make promises to villagers that cannot be achieved. Management of their expectations is often fundamental to the success of community forestry in the field.

3.3 Stakeholder User Analysis

What is a Stakeholder?

In community forestry the term 'stakeholder' is used to refer to "*all people who possess an interest in, or are affected by, decisions concerning the management of the natural resources concerned*".

Objectives:

1. Identify all stakeholders who will be affected by decisions related to natural resource management
2. Understand to what extent these stakeholder groups will be affected by any such decisions
3. Understand the differences between the roles of stakeholder groups
4. Understand the differences between gender roles

PRA tools that can be used:

- brain-storming
- stakeholder analysis
- stakeholder mapping/Venn diagram
- cross-checking
- group meetings
- 24hr analysis
- gender analysis matrix

Stakeholders can be individuals, communities, social groups or institutions that represent diverse interests, differing social dynamics and power relationships surrounding an issue. They can also be sub-groups, based on gender, age, ethnic origin, business interests, or social ranking, for example: women, old people, traders. The aim in community forestry is to determine the primary and secondary users of the forest, i.e., those people who use the forest all the time and are totally dependent on it and those who use it occasionally.

When classifying stakeholders, there is a risk of thinking that any group or sub-group is homogeneous. For example: groups such as 'women' or 'forest users' may hide the diverse and sometimes contradictory interests within these groups. For this reason it is often more useful to identify stakeholders around a problem or goal.

Why analyze stakeholders?

In community forestry, stakeholders and their inclusion in the management process from the start is one of the keys to success. Analysis of stakeholders will determine:

- to what extent each group of stakeholders will be affected by management decisions
- who is most affected and should therefore be directly involved in decision making
- the relative power and influence of different groups over the forest resource
- stakeholders interests and expectations
- relationships amongst different stakeholder groups
- the potential contributions of each group towards making management decisions
(taken from Josayma C, Means K, 2002; Community based forest resource conflict management, A Training package, FAO)

STEP 1: Identify people affected by forest management

Hold a group meeting with as many members of the community as possible, the aim is to identify all the people affected by management of the forest. If these people are given the opportunity to be involved in the community forest from the start, then there is less likely to be problems or conflicts. Explain the reasons for the activity to the group. This process is best started by getting people to express all their ideas in a *brain-storming* exercise. Record all the different suggestions made no matter how diverse they are. These ideas will form the basis for further analysis of the people affected.

STEP 2: Determine stakeholders importance

The aim is to look at the different stakeholders to establish:

- their relative importance to community forestry
- their influence over community forestry
- the power that they have in the environment in which the community forest must operate

In this way the facilitator has a better idea of who needs to be involved as a priority. Work with small groups to help keep the discussion focused and analyze each of the stakeholders in turn.

First gather the information using a *matrix analysis* tool with a group of villagers. Then repeat the exercise with different villagers using a *Venn diagram*. The use of different tools acts as a way to *cross-check* information. It is likely that there will be numerous stakeholders in any situation and so their analysis can be quite complex.

STEP 3: Analysis of the different stakeholder roles in the community

The aim is to investigate the roles of the various stakeholders in the community. It is useful for community members to consider differences in these roles and how people might be impacted by changes in the use of forest resources. This is especially relevant during management planning and when drafting rules and regulations.

Use the *24 Hour Analysis* tool to allow the different stakeholders to outline their average day. In a group meeting compare the results of these analyses and get the group to discuss the differences / similarities between the stakeholders and their use of forest resources. This tool is also useful for identifying times when stakeholders are available for meetings and discussions. These times may vary and it is important to ensure that meetings are held at times when as many of the stakeholders as possible can participate. This may require more than one meeting to be held at different times of day.

STEP 4: Analysis of the different gender roles in the community

The same *24 Hour tool* can also be used to specifically investigate the different roles of men and women, and to build respect for these differences. The variation in the tasks and duties they perform means they will be impacted in different ways by changes in forest management. Cambodian culture is male dominated, and in villages decision making and power structures are usually in the hands of men. So it is common for women not to be involved or to be only a token presence in many development activities. Considering gender issues in this way allows any potentially negative impacts of changes in forest management to be minimized.

Community forestry is not just about protection of the forest resource it is also about working with the poorest and most marginalized people in society to ensure that they have equal rights and opportunities. This includes working with women, it is not enough to say that when women turn up to meetings and are present in committees (even if they do not speak), that the issue of gender has been considered.

The imbalance of power described above, is regarded as being normal in Cambodian society, especially by men. It is also true that most of the field workers in forest departments are also men, so extra care has to be taken to consider these cultural norms to ensure the views of women are actively sought and considered. Again it is true to say that without including the views of women development activities will not be sustainable, and sustainability is one of the final aims of community forestry development.

3.4 Boundary Demarcation & Mapping

The boundary of a community forest must be clearly marked so everyone understands exactly which land is within the community forest. This activity also helps bring a community together to think about and discuss long term management options.

Objectives:

1. Plan for the demarcation of community forest boundaries
2. Mark the boundaries of the proposed community forest
3. Gather Global Positioning System (GPS) data for the boundary

PRA tools that can be used:

- building rapport
- key informant interviews
- cross-checking
- group meeting

STEP 1: Boundary demarcation planning

Start discussion into what areas of land could be zoned as a community forest. It is important to include representatives from neighboring villages, communes, the local military and police so the process is transparent and everyone understands what is happening. Using the participatory map of village resources compiled during site assessment as a guide, make notes of important differences of opinion between groups in the village, as these may need to be explored further. Try to get all stakeholders to reach a decision as to where the boundary of the forest should be as this will form the basis for all future development of the community forest. When such a decision has been reached, mark the proposed boundaries on the map.

At the same meeting, discuss with the villagers the logistics of marking the boundary of the community forest on the ground. Villagers should select appropriate methods of marking forest boundaries. Remember, whatever methods are selected they must be:

- understandable to everyone entering the forest - community members and outsiders
- long-lasting
- cheap so that the community can redo the markings as and when required

Recruit village volunteers for the team which will demarcate the boundaries, assisted by the facilitator. The team size, depends on the length of boundaries to be marked, the topography and the density of the forest. Usually a team of 7-10 people is enough. All other necessary arrangements should also be made at this meeting, e.g., when and where to meet.

STEP 2: Boundary marking

Clear boundary marking is required by law, is important to avoid confusion and aids in the implementation of management plans, the enforcement of rules and regulations and when dealing with the forest administration.

Where there are features on the ground, such as existing roads, streams or a change in land-use, it is easier to use these as boundaries. Mark the boundary by using bright paint on large trees every 50 meters, or by erecting information signs at prominent locations, e.g., road junctions, the beginning of paths into the forest. It is usually best to use both methods to provide complete demarcation of the boundary. However, in degraded forest with no large trees, signs must be relied upon. The minimum information that signs should contain is:

- name of the community forest
- date of creation
- reason for the establishment of the community forest, e.g., protection of the forest
- permission must be sought from the management committee by people wishing to use forest resources

Where there are no existing features on the ground then a boundary must be created. Cut a path in the forest wide enough so that it does not rapidly overgrow but narrow enough to block the passage of ox carts or other vehicles entering to illegally harvest, 2 meters wide is usually sufficient. In certain circumstances it may be possible to combine boundary demarcation with creation of firebreaks (see 4.6 *Block Verification*). Ask the villagers to

identify trees of tall growing species, leave a selection of these on the boundary as they will act as boundary markers in the future. A technique used by FAO has been to direct-seed tree species not normally found in the forest but which are easily recognizable every 25 m along the boundary, e.g., sugar palms or flowering trees like *Delonix regia*.

STEP 3: Gather GPS data for the boundary

If the technology is available, this enables accurate maps to be produced which help greatly in defining community forest location and exact position. Gather GPS data at the same time as the boundary is being marked and from this produce maps, which should be given and explained to the community. If GIS software is not available then maps still need to be produced to the best level of accuracy possible.

3.5 Planning Management Structure

Day-to-day decisions on community forest management are made by an elected management committee. The people on the committee must be selected *by* the community *from* members of the community and should be representative of the various stakeholders identified within the community.

Objectives:

1. To review entire process of community forestry and current status
2. Introduce the objectives and importance of community forestry
3. Discuss establishment of community forestry management structures

PRA tools that can be used:

- group meetings

STEP 1: Meeting with the authorities

It is important to secure the support of local authorities for the development of community forestry and to keep them involved in the development process. However exercise caution as utilizing these existing structures means entering a network of existing patronage, power relationships, politics and friendships. This may mean that elected committees are not representative of all community members and their interests. It is always essential to make sure that opinions are asked from all sections of the community.

The facilitator needs to meet with village organizations (e.g., pagoda association or village development committee), the village chief, the commune council and the district chief, to discuss / review:

- overall objectives of community forestry
- community forestry process as per the law
- management structures that need to be established in the community
- election of committee members - roles and responsibilities

STEP 2: Village meetings

The aim is to allow villagers to discuss and ask questions about community forestry and to get them interested and involved. Invite all the villagers to this meeting, which should be planned well in advance. Select times of day during which as many villagers as possible will be able to attend (refer to section 3.3 step 3), remember you may need to have the meeting more than once at different times of day. Allow plenty of time for this process as new ideas and information are being introduced to the villagers. The main points for discussion are outlined below:

- objectives of community forestry (see section 2.2)
- importance / benefits
 - protection of the eco-system functions of the forest such as maintaining water supply and water purity in local streams
 - sustained production of forest products
 - improvement / increase in forest resources through management
 - sharing of benefits amongst community members
 - protection of traditional and customary access and user rights
 - protection of the forest for future generations
- policy context (see section 2.1)

STEP 3: Discuss the role and responsibilities of committee members

To enable villagers to decide if they want to stand for election to the management committee, they must be informed about their role, rights and responsibilities. It is important to find candidates who are truly motivated and believe that community forestry is a good idea.

Discuss the following roles and responsibilities:

- making decisions on the management of the forestry resource, i.e., what can be harvested by whom and at what times (see management planning section)
- drafting a community forestry agreement
- drafting and implementing rules and regulations regarding use of the forest
- drafting a management plan
- representation of the community in negotiations with local authorities and other bodies such as NGO's and government departments
- management of finances and revenue generated from sale of products from the community forest
- making decisions about the use of any money generated from the community forest and support for local community development
- obeying all relevant laws of the land
- suppression of illegal activities
- resolution of conflicts that may arise
- overall protection and management of the forest resource

STEP 4: Nomination of Candidates

The village chief should invite all community members to attend a meeting to discuss community forestry and to nominate candidates who will be able and willing to stand for election to the committee. Ideally there needs to be a minimum of one person from each household with 50% being women for the process to be valid. Explore again the ideas of stakeholders and user groups and their different interests, reinforce the concepts already discussed. Make sure that the villagers understand that the candidates selected need to be representative of all the user groups within the village. Ideally candidates nominated will be 50% women and 50% men, however, at a minimum 30% of them should be women. They must be representative of all user groups, e.g.:

- respected elder villagers
- different age groups
- special interest groups, e.g., basket makers, charcoal producers, etc.
- marginalized groups, e.g., widow headed households
- rich and poor
- any other user group present in the village

The sub-decree on community forestry (Appendix 3) states that any management committee must have an odd number of people ranging from 5 to 11.

There are two ways of selecting candidates:

1. villagers volunteer – any adult is eligible to stand
2. candidates are selected from each user group previously identified during stakeholder analysis

All candidates must be:

1. Cambodian nationals from birth
2. members of the community in which the community forest is to be established

In each election there should be twice the number of candidates standing as per number of seats available, i.e., if there are to be 11 committee members then there should be about 22 candidates. A date should also be set for the village election and announced throughout the village 2 weeks in advance. Several village meetings should be organized by the facilitator to ensure that everyone is informed and maximum participation in the up-coming election is achieved.

3.6 Village election

Objective:

To elect a management committee representative of the various stakeholders

Three facilitators should work as a team and invite everyone to the election for the community forestry management committee several days in advance. When the meeting is convened, explain to the villagers the process of the election and that it is important for them to voice their opinion about whom they want on the committee. Explain that the committee will be working for them and responsible to them. It is essential to get as many of the villagers to vote as possible – the more people vote the more valid the results of the election. In large communities the election may have to be held more than once with different people. The aim is to have at least 50% of all members of the community voting, *ideally* one person from each household with 50% being women.

The election process:

1. use three facilitators to ensure a free and fair election
2. all adults (18 years old and older) in the village should be encouraged to vote in the election
3. one of the facilitators facilitates the process and the other two are there to act as observers and to help the villagers if there are any questions or problems
4. people vote for candidates on a ballot form (piece of paper)
5. make the election accessible to all community members including those who can not read.
6. make each candidate hold a number or symbol such as a flower or a bird which identifies them
7. draw the identical number or symbol on the ballot paper which each of the villagers is given
8. encourage each of the candidates to explain why they want to be elected and why the villagers should choose them
9. inform the villagers again that a minimum of 30% of the committee must be women, and that it should ideally be 50%
10. encourage the people to think which of the candidates has good knowledge of the forest, which will be able to do a good job on the committee and which one will best serve the interests of the community rather than themselves
11. each person should vote the number of positions within the committee, if the committee is to have 7 members then they vote for the 7 candidates that they would like to see on the committee keeping in mind that 2 or 3 should be women
12. get the villagers to vote on the ballot paper by making a mark alongside the number or symbol of the people they want to elect

13. discuss with the villagers the importance of keeping their ballot paper private. This is to try and help prevent any forms of coercion taking place. They should complete their ballots in private and fold them for collection
 14. explain to people that they should not put their names on the ballot papers
 15. collect the completed ballot papers
 16. count the votes for each candidate and mark the results on a large white board or sheet of paper where the individual number or symbol of each of the candidates has been marked
 17. if 7 committee members are required then the 7 people with the highest number of votes are elected
 18. name the candidate with the most votes as the head of the committee
 19. name the candidate with the second highest number of votes as the deputy head of the committee
 20. have the elected committee select among themselves a treasurer and a secretary
- * Each committee is elected for a term of five years

NOTE: Community Forestry Organizations

Often more than one village will be involved in the use of a given forest area. Villages may wish to join together as a community forestry organization to more effectively protect and manage a community forest. A facilitator discusses the management structure and function of a central committee. Roles and responsibilities are defined and an election is held among the committee members to select members for the central management committee. Equal numbers of representatives from each village should be on the central committee and it should be 50% women and 50% men.

Formation of a Central management committee

1. conduct village level elections as detailed above but the village management committees should contain only 5 members
2. village level management committees will serve as sub-committees to a central committee comprised of members from each village sub-committee
3. each sub-committee should select 3 of its members to serve on the central committee
4. ensure that 1 or 2 of the people selected from each sub-committee are women
5. once the central committee members have been selected from each sub-committee, they elect among themselves a chairperson, a deputy, a treasurer and a secretary

Note: often villages elect people who already hold power to be on the management committees. They may not be truly representative of all the various stakeholders. The facilitator must work with the community to ensure proper representation of the different stakeholders and women on the management committees.

1.7 By-Laws

When a management committee is elected, by-laws governing the committee should be drafted and discussed in village level meetings prior to final approval. By-laws should empower the community with regard to its elected members on the committee who should be *apolitical*, i.e., keep national politics out of local resource management.

By-laws should:

- describe the structure and function of the management committee
- define the roles and responsibilities of each member on the committee
- set terms of office and election procedures
- define course of action against corrupt activities by any committee members
- define procedures for dismissal and replacement of committee members
- define the criteria for use of funds generated

1.8 Preparation of Community Forestry Regulations

Each community needs to prepare a set of regulations that define how a given forest resource will be protected and managed by a community. Regulations should define what can and cannot be done within the community forest as well as penalties for violators.

Objectives:

1. Identify problems associated with the forest resource
2. Draft community forestry rules and regulations
3. Review and finalise community forestry rules and regulations

PRA tools that can be used:

- brain-storming
- ranking and sorting
- conflict analysis
- group meeting

STEP 1: Identification of resource use issues

The objective is to conduct a participatory exercise with villagers to identify all important issues related to the forest resource. Villagers will then be able to make rules and regulations, which specifically address these issues. Hold one or more meetings and explain the purpose of the exercise. Conduct a *brain-storming* exercise to discuss and record ideas. Be receptive to all ideas from participants even if they seem not to be directly related to the question.

STEP 2: Setting priorities

Select 3-4 volunteers who will group these issues into categories such as: outsiders harvesting resources, forest encroachment, lack of forest resources, etc. The aim is then for the

participants to identify the priority categories that have to be worked with. To achieve this, it is easiest to conduct a simple *ranking* exercise. Participants individually assign values using beans or stones to each of the issues. At the end of the exercise the issue with the largest number of beans is regarded as the most important, and so on down to the issue with the least number which is regarded as the least important.

STEP 3: Discuss the reasons behind the issues

The aim is to analyse the most important issues identified by participants. Build on and add to information already obtained from site assessment and when gathering background details. This process enables participants to analyse local problems, causes and potential solutions. Use probing questions such as: "*can you tell me the reasons that the first choice is the most important*" to find out why certain choices were made and preferences expressed. This stage is fundamentally important if realistic regulations are to be formulated. During this analysis it is possible that conflicts will become apparent. These need to be addressed sooner rather than later because if they are not dealt with, they can potentially become serious and disrupt the successful implementation of community forestry.

STEP 4: Discuss and draft community forestry regulations

Explain to the participants that they need to discuss and draft the regulations which control activities in the community forest. It is important to consider the impact on all stakeholders, including women, outsiders, etc. It is important to re-enforce the idea that regulations alone cannot solve all the issues/conflicts identified. The main areas which regulations are likely to cover are:

- **use and protection of the forest resource**
 - identify who can harvest / collect which resources, for what reasons and at what times of the year
 - decide if the forest is to be open access or if people will be required to ask permission from the management committee to harvest products
 - wildlife protection
- **implementation and enforcement**
 - decide who will implement the regulations and by what methods, for example by patrolling the area, or by measuring the amount of wood being harvested, etc.
 - decide who will enforce the regulations if they are broken
 - set levels of punishment for people who break the regulations, i.e., for illegal harvesting people might have to undertake community work or pay a fine
- **priorities for use of funds generated**
 - define who decides how to spend any money generated from the forest, i.e., will it be the management committee or will it be the whole village
 - decide priorities for how to spend any money
- **other information required**
 - describe the location of the community forest, near to which town and in which commune and district
 - state the size of the forest in hectares

3.8: Finalize Regulations and Obtain Approval

At a *group meeting* with village representatives and the commune council to carefully review each of the regulations, make any amendments necessary and reach consensus on each of them. It is vital that this process of review takes place after conflict analysis. This is because it is possible that villagers may wish to change rules as a result of recent discussions or conflicts.

When the community forestry regulations are finalised at the community level, they are signed as approved by the chairperson of the management committee. They are then submitted to the local commune council for approval and signature, next to the district governor and finally to the cantonment chief.

3.9 Preparation of Community Forestry Agreement

Once the community has finalised the community forestry regulations, a community forestry agreement is prepared to provide official government approval to the community forestry organization (as per the sub-decree). The management committee prepares this agreement and includes:

1. A list of Community members and elected Community Forestry Management Committee members;
2. The Community Forestry Management Committee By-Laws and Community Forestry Regulations,
3. Statement on the objective of establishment and the objective of management of the forest resources; and
4. General description of the community forest and map.

The draft Community Forest Agreement shall be posted for 30 days in the office of commune councils and at the district governor's office before submitting the draft Community Forest Agreement to Forestry Administration Cantonment for review and approval.

This is the point in the process when the community receives official recognition and control over their defined community forest area. Upon signature by the Cantonment Chief, the community forestry agreement is valid for a period of 15 years with renewal options every 15 years.

At this stage in the process of community forestry development, the community forest is *officially established*. However, to actually manage the resource a forest management plan must be prepared.

3.10 Management Plans

A *management plan* is a tool to help a community manage their forest resources in a responsible, productive and sustainable manner. A management plan defines the resource,

defines activities that will be conducted to protect and/or enhance the resource, and defines harvesting activities to provide the necessary forest products that the community needs.

Why do we need management plans?

1. Preparing a management plan gives communities the opportunity to make the best use of their natural resources by:
 - assessing present and future needs and evaluating if the forest can meet those needs
 - resolving conflicts between competing uses, e.g., between the needs of individuals for production now and in the future;
 - identifying sustainable alternative uses and choosing those that best meet the needs of the community;
 - bringing about needed changes, e.g., equitable distribution of resources
 - learning from mistakes, e.g., if monitoring and evaluation shows the management plan results in reduced productivity of poles after a few years, the plan can be changed to improve the situation

2. In Cambodia, there is a legal requirement for community forests to have approved management plans. Once the community has finalised a management plan and it has been approved, the community then has the legal authority to actively manage their forest resources.

How are management plans different from community forestry regulations?

A management plan is a technical document that defines *how* people protect, improve and extract products from a given forest resource.

Regulations define *what* can and cannot be done within a given forest area. *Table 1* compares and contrasts rules and regulations with management plans. *Table 2* describes the characteristics of a good management plan.

Table 1: The content of "regulations" compared with the content of "management plans"

Regulations	Management plans
<p><i>Contain the rules which govern activities within the community forest</i></p> <p>e.g., what products can be harvested</p>	<p><i>Contains prescriptions for managing each block of the forest</i></p> <p>e.g., where, when and how many products can be harvested</p>
<p><i>Contain no forest description except its overall location</i></p> <p>e.g., the Prek Sramoach community forest is situated approximately 14km south of Sotr Nikum district headquarters and approximately 6km north of Kompong Khleang commune in the inundated zone of the Tonle Sap Lake.</p>	<p><i>Contain a detailed description of the forest on a block by block basis</i></p> <p>e.g., Block 1: 20 hectares of dense forest cover, main tree species <i>Barringtonia acutangula</i> and <i>Diospyros cambodiana</i>, regeneration good, soils alluvial, etc.</p>
<p><i>Contain the overall objectives (goals) of the community forest</i></p> <p>e.g., to use the natural resources of Chan Sar community forest in a sustainable manner</p>	<p><i>Contain specific block-by-block management objectives and activities</i></p> <p>e.g., Block 1: to produce minor timber for household construction Block 2: to protect the water source of the spring</p>

Table 2: Characteristics of a good management plan

1. Useful	-	meets the users' objectives
2. Participatory	-	people from all user groups are involved in the preparation of the plan
3. Simple	-	easy to understand, e.g., no technical terms that aren't understood by the community
4. Flexible	-	can be changed. The community will learn from experience and should be encouraged to change the plan accordingly
5. Realistic	-	can be carried out by the users. The user group should decide whether it can really carry out an operation before it is included

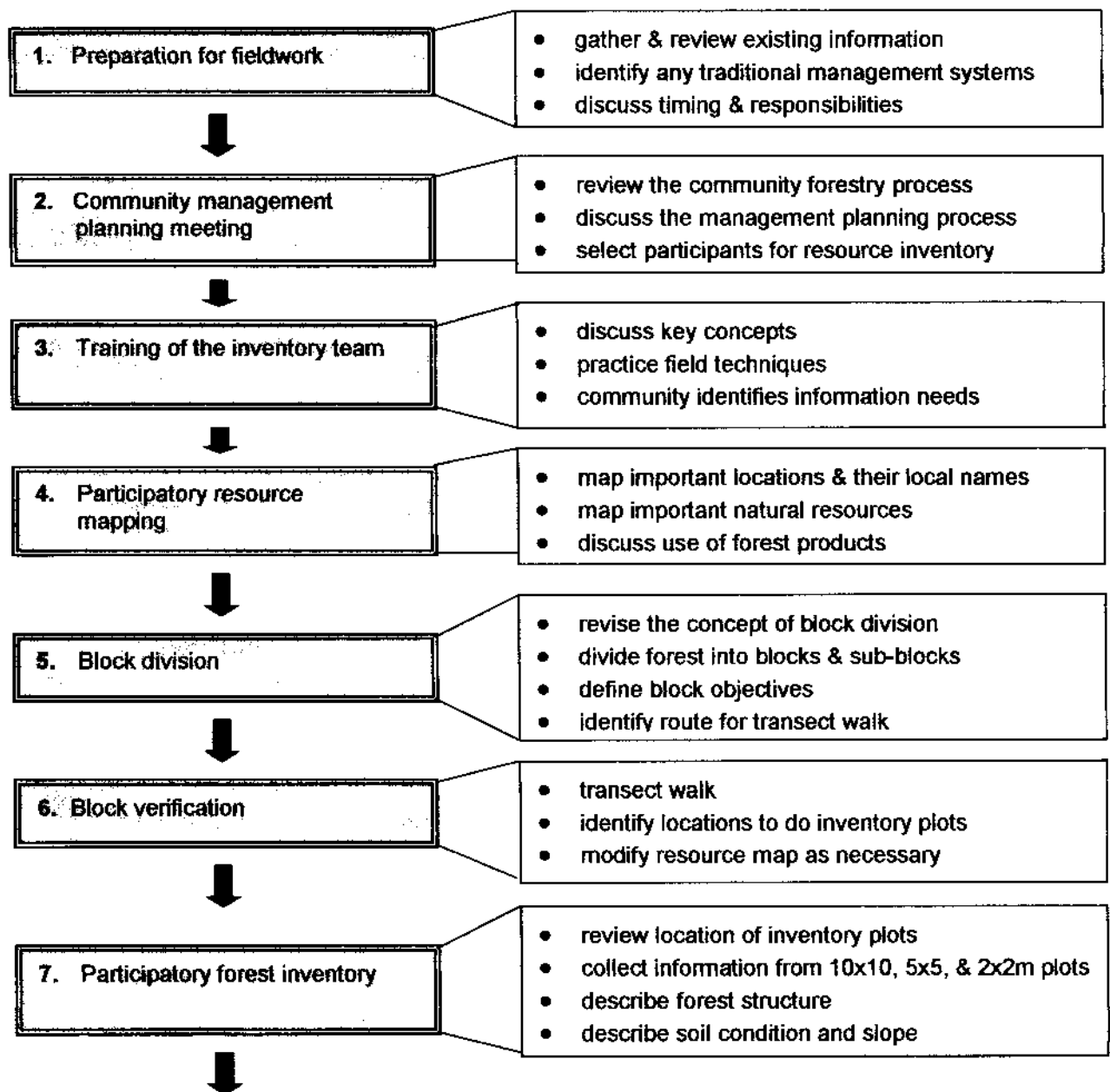
Preparation of management plans takes time and requires technically competent facilitators. Regular in-service training of facilitators should be conducted as more and more actual field experience in resource management is gained.

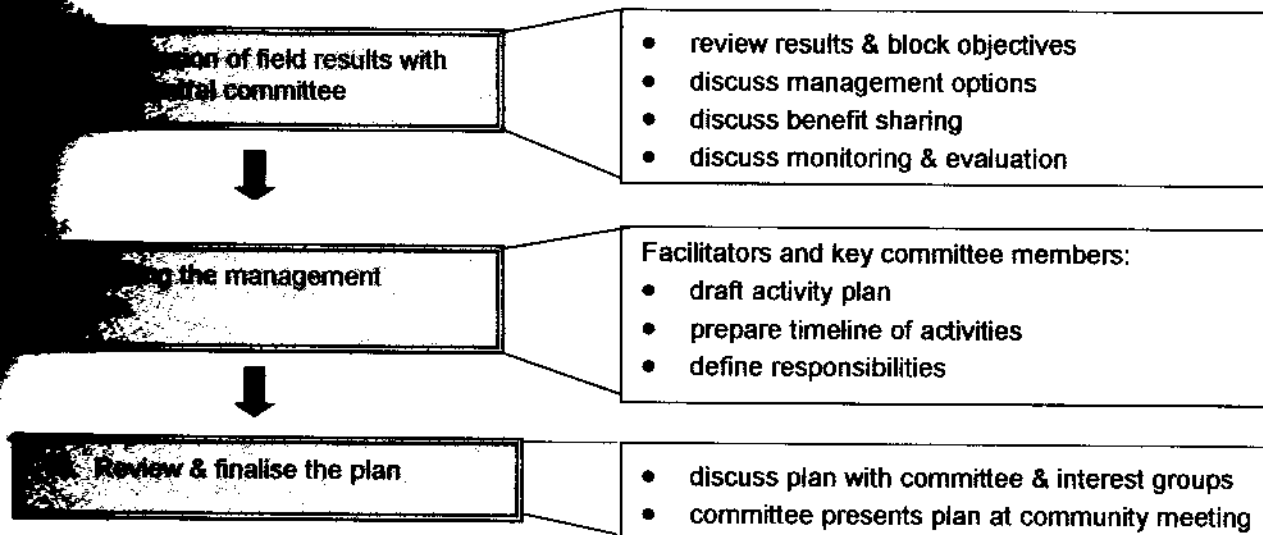
The final steps of community forestry development are *management plan preparation, implementation and monitoring / evaluation*. These final steps are presented in the following chapters.

4. MANAGEMENT PLAN PREPARATION

Once the community forestry agreement is approved, the community is officially recognized as having control over their defined forest resources. They have the rights and responsibilities as defined in their community forestry regulations. However, to establish productive and sustainable management of the forest resources, a comprehensive management plan needs to be drafted which defines management activities including possible commercial management and benefit distribution. There are basically 10 steps in the management planning process as per *Figure 4*.

Figure 4: Ten Steps in Management Planning





4.1 Preparation for Fieldwork

Before new information is collected, facilitators should gather and review all existing information about the community forest. This is an *important step*, we do not want to waste the time of the community and the facilitators asking the same questions again. Reviewing information is also a way for facilitators to familiarize themselves with the local situation and identify knowledge gaps.

Objectives

1. Gather and review existing information on the community forest
2. Plan activities

STEP 1: Gather and review existing information

Gathering all the information together avoids work repetition. Villagers' time is as important as the time of facilitators and should not be wasted. Types of information could include:

- case study of the community forest
- rules and regulations for the community forest
- sketch maps, topographic maps or aerial photos of the area
- other reports or data (from government departments, *Seila*, NGOs, etc), e.g., vegetation surveys, social surveys, etc.

Also make sure basic information about the community is complete such as the boundary of the community forest, total number of community members and households, history of the site, etc.

STEP 2: Discuss timing and responsibilities

- identify the people who will be responsible for each task and others that will contribute

- consult the management committee about when is the best time for them to participate, e.g., should not conflict with rice planting or harvesting

4.2 Community Management Planning Meeting

Organize a community meeting with the management committee, local authorities and as many villagers in the community forestry organization as possible.

Objectives

1. Ensure the community is familiar with the community forestry process
2. Ensure the community understands what a management plan is, the process involved in preparing a management plan and the reasons for management planning
3. Have the process approved/revised by the community
4. Select people who will participate in natural resource inventory (inventory team)

PRA tools that can be used

- key informant interview
- building rapport
- semi-structured interviews
- focus group discussion

STEP 1: Review the community forestry process

Remind participants what community forestry is and review the whole community forestry process. Discuss what has already been achieved and how preparation of management plans is the next step in the process. Reminding and re-enforcing are very useful ways to maintain the enthusiasm of the villagers and to keep them part of the process.

STEP 2: Discuss the management planning process

The following key points should be discussed with the community:

1. The benefits of preparing a management plan. This gives the community the opportunity to develop a plan of action for managing their resources for their own benefit by identifying:
 - forest resources
 - important local knowledge
 - existing management systems
 - management issues and conflicts
 - alternative management options
 - villagers' perceptions, ideas and objectives for forest management
2. Why a management plan is needed
3. What is involved in preparing the management plan
 - discuss the 10 steps of the planning process (see *Figure 4* above). Encourage participants to give their input and make any appropriate changes
4. The role of the committee in the management planning process

- help organize meetings with various interest groups
- liaise between facilitators and community
- representatives to participate in resource inventory
- define management objectives and management activities
- draft guidelines for benefit sharing, monitoring and evaluation of activities
- review the draft management plan
- present the plan to the community to

5. **The role of the inventory team (which will be selected at the end of the meeting)**

- map the main resources in the community forest
- divide the community forest into management blocks
- draft objectives for each block
- participate in forest inventory and discussion about resource use in the field

6. **The role of the facilitators**

- assist and facilitate in the process of plan preparation, e.g., help organize meetings and field work
- provide any technical advice required by the users, e.g., use of GPS to prepare maps, advice about appropriate management operations
- provide basic training in techniques for forest inventory
- record all information collected, assist the central committee to draft and finalise the management plan
- assist the users in carrying out management operations
- monitor the implementation of the management plan and help to revise as necessary

3: Select participants for resource inventory

In this step the community members who will be involved in resource inventory are nominated or volunteer to participate. Approximately 10-15 people should be selected. Try to locate people with good knowledge of the local trees and plants and their various uses. Representatives from the central committee and village management committees are required and the final group should have at least 30% women. Participants in the inventory team should also include as many of the following groups as possible:

- people who use different resources from the community forest
- old people and young people
- women and men
- well educated and less educated people
- people from different family groups.
- rich people and poor people
- people of different religion and race

This combination of participants is necessary to get an accurate assessment of resource use and to ensure that no group is unfairly disadvantaged by decisions about resource management and objectives.

The inventory team can be selected in the following way:

1. Explain to the participants that we now need to identify who will do the resource inventory. Remind them about the roles of the inventory team and the time they will need to devote to the job.
2. Explain that representatives from a range of different users and interest groups from within the community are required and also representatives from central and village management committees.
Note: a committee member may also represent an interest group, e.g., a central committee member may be a poor woman and fuelwood collector.
3. People can volunteer or agree to a nomination. The facilitator can suggest possible team members, particularly if they feel key interest groups are not represented. All team members must willingly agree to their inclusion and participants at the meeting must approve the final composition of the team.

4.3 Training of the Inventory Team

Objectives

1. Introduce the concept and techniques of resource inventory to the inventory team
2. Define what information the community needs and what information can be collected

PRA tools that can be used

- building rapport
- group discussion
- presentation

Different types of information can be collected, but the community should decide what is relevant and feasible for their community forest, e.g., if commercial production of timber or poles is not an objective, counts of trees may not be necessary. Training is required before the resource inventory step to introduce the techniques and to make sure the team understands what they are assessing and why. In this way different people should be able to give similar estimates of forest resources, e.g., tree cover, species, etc. Training the inventory team should take no longer than one day per team and should occur in the field.

STEP 1: Discuss key concepts

The following concepts should be discussed with the inventory team as it is essential that all the people on the team have a common understanding of the terminology:

- What tree species do the community use for timber, poles, fuelwood, etc. Which species are of primary importance and which species are of secondary importance?
- **Block division:** explain to the participants the concept of block division, i.e., dividing the community forest into smaller units according to the natural resources that exist and different management objectives. Explain that it makes managing the community forest easier. Facilitators can show them a map of another community forest that has already done block division (if one is available)
- **Block verification:** explain the use of *transect walks* to verify block boundaries and description

- Use of **sampling plots** for inventory: explain the concept of measuring resources in small plots to estimate the total amount of resources in the larger block. Sampling plots are also used to focus attention on the resource and as a discussion point on resource management options.

STEP 2: Practice field techniques

Go through examples of each of the forest resources described in forest inventory and forest structure analysis to allow villagers to practice identifying important resources and estimating quantities, e.g., crown cover – the facilitator explains what it is, why it needs to be measured, and demonstrates it in one area. The group members then go individually to another area and practice estimating crown cover. Repeat this until the team members consistently get results close to the group average as this will avoid multiplication of any individual or facilitator errors.

STEP 3: Community identifies information needs

Once the participants understand the different types of information that can be collected, ask them what information they think is important for them. It is only when you are collecting information that relates directly to the villagers and their daily lives that they will be active participants and you will be building their capacity. The facilitator should record these choices to help plan field work.

Participatory Resource Mapping

Objectives

1. Identify important locations and names
2. Identify the main resources in the community forest
3. Determine past, present and future use of the community forest

PRA tools that can be used

- focus group discussion
- semi-structured interviews
- participatory resource mapping

Resource mapping is done with the inventory team. It gives an overview of the resources and the locations of important features (such as roads, springs, ponds, etc.) in the community forest. The resulting map can then be used for block division.

STEP 1: Map important locations and their names

Ask the participants to draw and identify important locations within the community forest on a flip chart. Management planning is then designed around these features, e.g., do not fell trees near the spring. The types of information that should be included are:

- roads, villages, etc
- water bodies such as reservoirs, streams etc., and their names, e.g., Stung Kralanh.
- places of significance, e.g., springs, spirit forests

Include any local names for these features and places.

STEP 2: Map important natural resources

Ask the participants what the main natural resources in the community forest are and where they are found. This includes the main types of vegetation cover (forest, grassland, shrubland, etc), and the main resources harvested (fuelwood, timber, poles, etc.) See *Figure 5*. Again this information is used to better target management planning.

STEP 3: Discuss use of forest products

Ask the participants to identify the forest products that they harvest and for each product ask the following:

- importance of the product
- source of the forest product
- seasonal use and availability
- amount harvested, where, when and why

e.g. **Rattan**

Importance: used in basket-making, construction of fences, ropes, income generation

Source: throughout forest

Seasonal use: collected and used year-round

A facilitator should write down all of this information so it can be referred to during block division and inventory, and also included in the management plan.

4.5 Block Division

Objectives

1. Divide the community forest into blocks and sub-blocks for management
2. Define block objectives

PRA tools that can be used

- participatory mapping
- focus group discussion
- semi-structured interviews
- brainstorming

Block division is done with the inventory team and the management committee. Experience in community forestry has shown that it is easier to manage large forest areas if they are divided into smaller management units called "blocks". One reason is that a community forest will often consist of different types of land or resources that require different management strategies and have different objectives.

Blocks should be easy to describe and different in some way from neighbouring blocks (see Kompong Phluk, Figure 5). The number of blocks will depend on the size and variability of the community forest, i.e., a small, uniform forest with few villages in the community will have fewer blocks than a large, varied forest with many villages in the community.

STEP 1: Review the concept of block division

Quickly review the meaning of and reasons for block division with the participants. Ask the participants whether they want to divide the community forest into blocks or not (division should happen in most cases except where the area is very small and with uniform resources). If division is required go to step 2 below.

STEP 2: Divide the forest into blocks and sub-blocks

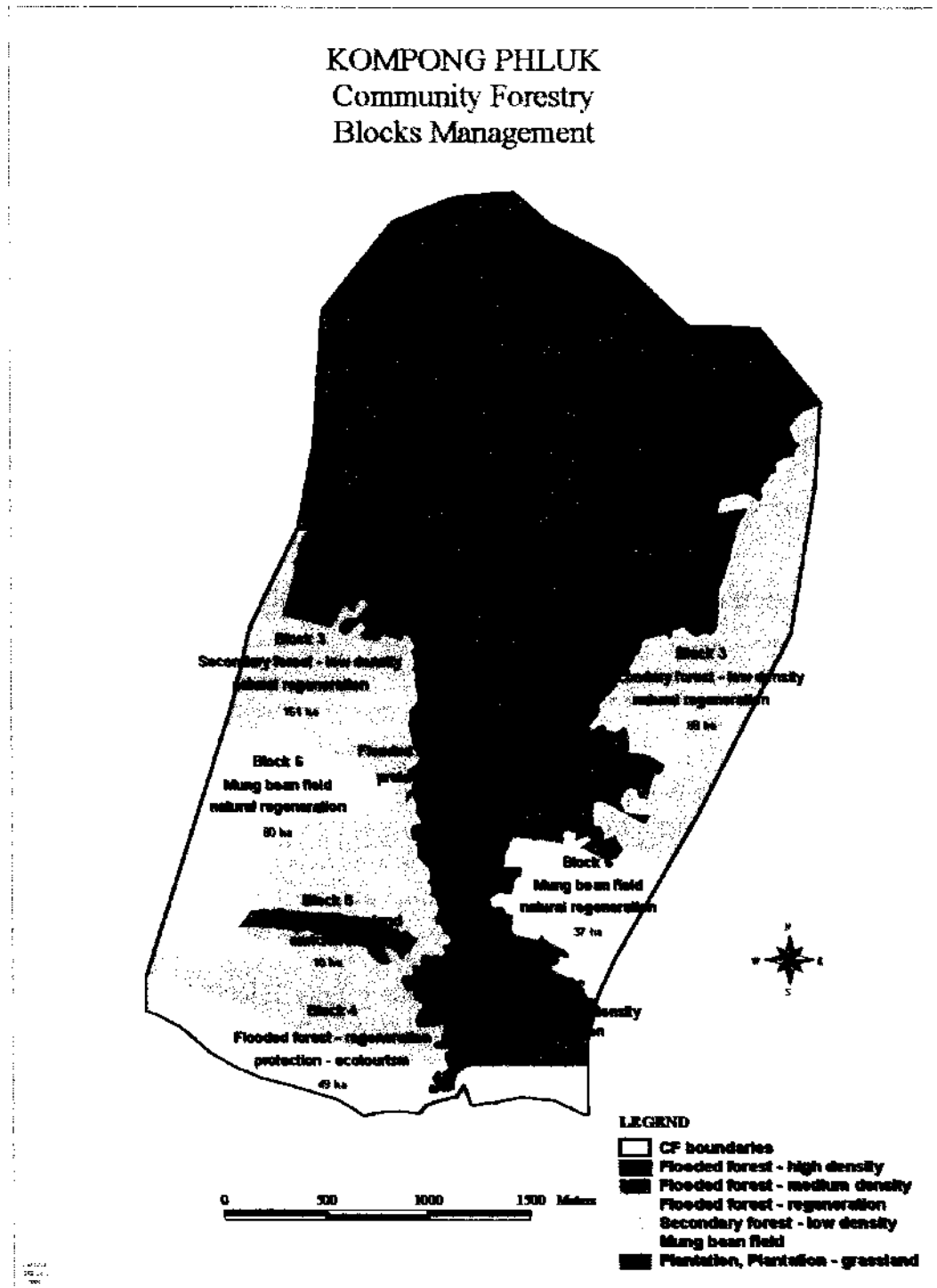
Using the map produced in the resource mapping exercise and aerial photos (if they are available), work with the inventory team to divide the forest into blocks. Some of the criteria that can be used to define blocks are listed in Table 3, i.e., natural features, current and potential use.

Table 3: Criteria used for block division in community forests

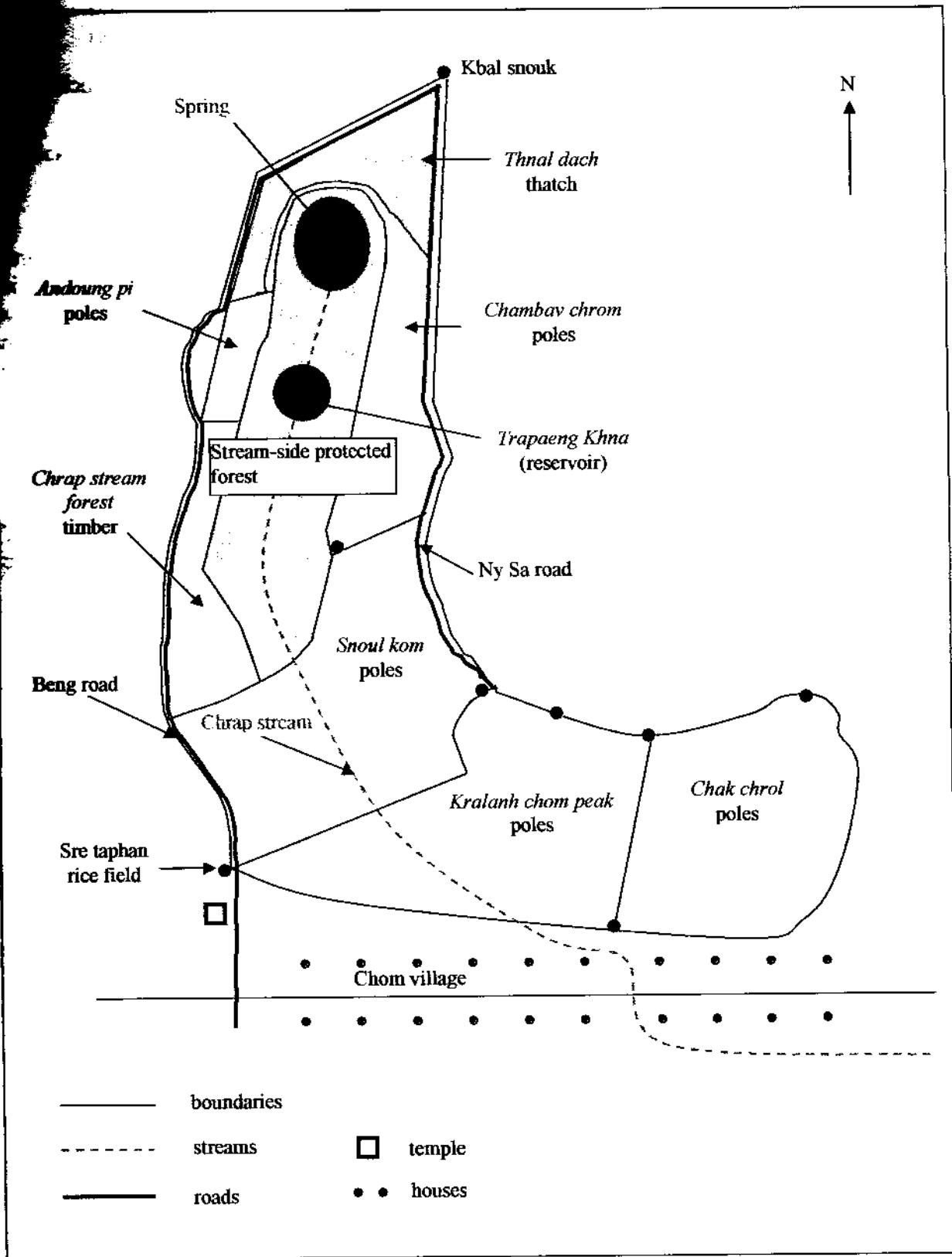
Criteria	Examples
Product condition	Block 1: timber Block 2: poles
Location	Block 1: near village A Block 2: near village B Block 3: near village C
Objectives	Block 1: protected area (e.g., for regeneration) Block 2: harvesting of timber
Physical boundaries, e.g., streams, ridges, roads, etc.	Block 1: area north of Prek Talork channel to community boundary Block 2: area south of Prek Talork channel to Boeung Chhmar lake

Often block division will be based on a combination of these criteria. Blocks may be further divided into sub-blocks. Division into sub-blocks is based on different densities of a product for harvest, e.g., a pole block may be divided into 3 sub-blocks consisting of high, medium and low density poles.

Figure 5: Kompong Phluk Community Forest – block division



Example of a participatory resource map from Khna Po Community Forest (1,022 hectares), Sotr Nikum District, Siem Reap Province



The final map should include the following:

- block boundaries
- block area
- block name (this may describe the resources in the block, e.g., "timber block" or the vegetation, e.g., "shrubland block" or a local name, e.g., "Andoung pi")
- general description of the vegetation, e.g., forest with poles

STEP 3: Define block objectives

Management objectives are what the community would like to achieve through management of individual blocks and are one of the key criteria for block division. Two blocks in a community forest can have similar natural resources but different management objectives, e.g., a pole block could be managed for poles on a short rotation or for timber on a long rotation. Objectives should be realistic and based on the natural resources present and the wishes of the users. Objectives are often related to:

- **Rehabilitation** - bringing a degraded forest back into a productive state.
- **Sustainability** - managing resources to maintain productivity into the future.
- **Equity** - representation of all stakeholder interests in management of resources. This may be in the form of equal distribution of benefits, or community members decide on a system of distribution that they regard as fair.
- **Efficiency** - optimal rate of use of the forest, i.e., benefits exceed costs.

Some common types of block objectives are given below in *Table 4*:

Table 4: Examples of block objectives

Objective	Example
Protection or conservation of the forest	Block 1: Protected forest that provides a natural wall around the village to protect from wind and storms
Soil and water conservation	Block 2: Protect forest around the spring to maintain water quantity and quality
Supply of forest products	Block 3: To provide poles, timber and various NTFPs for domestic use
Provide economic development for the community	Block 3: Increase income generation activities for the community
Improve forest productivity	Block 4: Enhance natural regeneration
Maintain biological diversity	Block 4: To protect forest and wildlife

Note:

Objectives are often confused with operations, e.g., "to carry out thinning" is an operation that involves cutting some trees from a dense forest to allow the remaining trees to grow larger. It is not an objective, the objective is the reason why thinning was needed, e.g., "to produce timber".

Objectives can be developed in the following way:

Brainstorm the range of alternatives available for managing the block. Alternatives may be built around various extremes:

- e.g., maximum production or full protection
- e.g., production for subsistence or for sale

Some of the options may be impractical but they may be useful for comparison with more viable alternatives.

Discuss the trade-off between the different alternatives, e.g., proper thinning to maximize timber production will result in an abundance of fuelwood and poles this year but very little for the next 5 years compared to staggered thinning which will delay timber production but ensure annual supply of other products.

Socio-economic limitations need to be considered, e.g., stopping all fuelwood harvesting may be unrealistic if the community relies on wood for cooking and many cannot afford to buy it or collect it from another area.

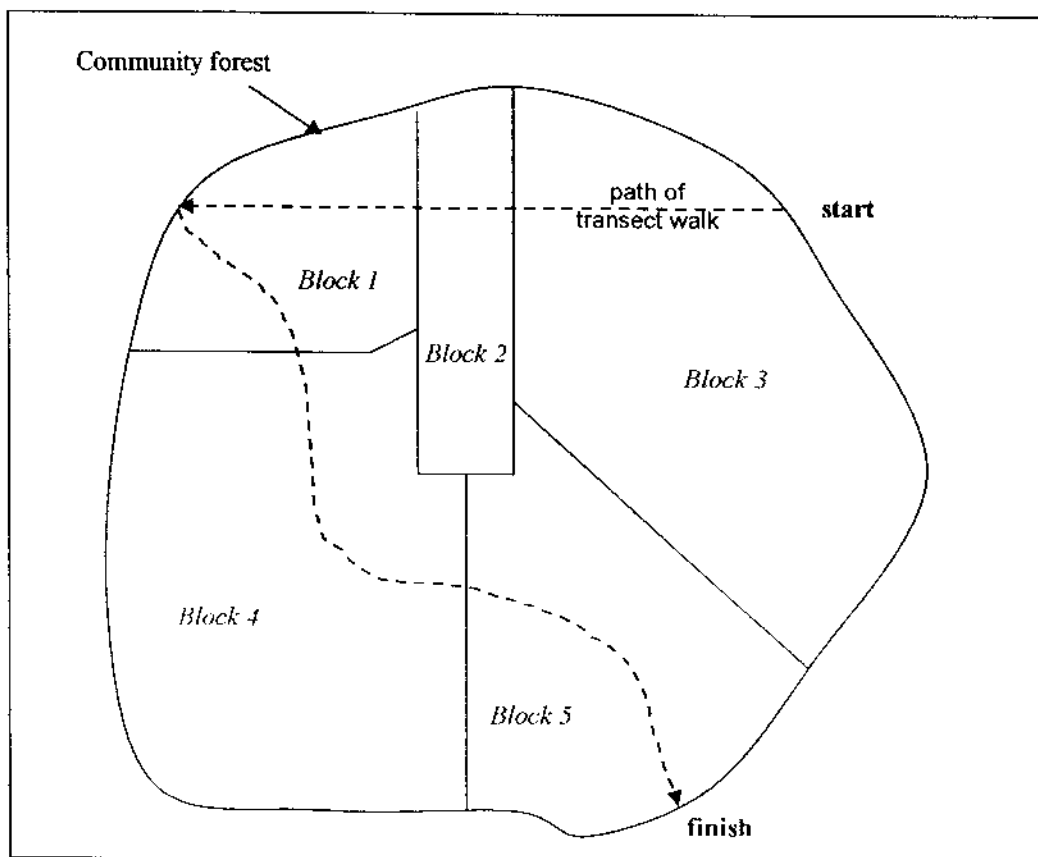
4. Previous conflicts over resources need to be considered at this point and addressed in the objectives.
5. When objectives have been agreed to, review them with the participants to see whether the combination of block objectives satisfies the overall goal for the community forest, which is written in the rules and regulations.

Note: Objectives will be finalised after natural resource inventory.

STEP 4: Identify route for transect walk

Ask the participants to select a route for the *transect walk* that will be carried out to verify block division. The route will need to pass through all blocks and should be selected to allow assessment of boundaries and natural resources (see *Figure 7*). It may follow an existing path or road where appropriate. Draw the proposed route on the participatory map.

Figure 7: An example of how to design a transect walk through a community forest



4.6 Block Verification

Objectives

1. Verify block division in the field
2. Select sites to do inventory plots

PRA tools that can be used

- direct observation
- participatory mapping
- brainstorming
- semi-structured interviews
- transect walk

The boundaries of the blocks need to be confirmed in the field by taking the inventory team out into the forest and visiting each block. Things to check while in the field include:

- does the general block description match what is actually there, e.g., if the description is 'dense poles' is there actually a dense amount of poles?
- have all key features been included such as springs, ponds, cleared areas, etc.
- does everyone agree about the location of the boundaries

Block area – where the technology is available take GPS readings so land area can be calculated by the facilitator or if not available let the team decide on best estimates

Transect walk

Remind the inventory team what a *transect walk* is, how it is done, and what the objectives are

walk through the forest and through *direct observation* note changes in forest type and condition

- after walking through each block, stop and discuss with the team if the boundary and description of the block are correct before starting to walk through the next block

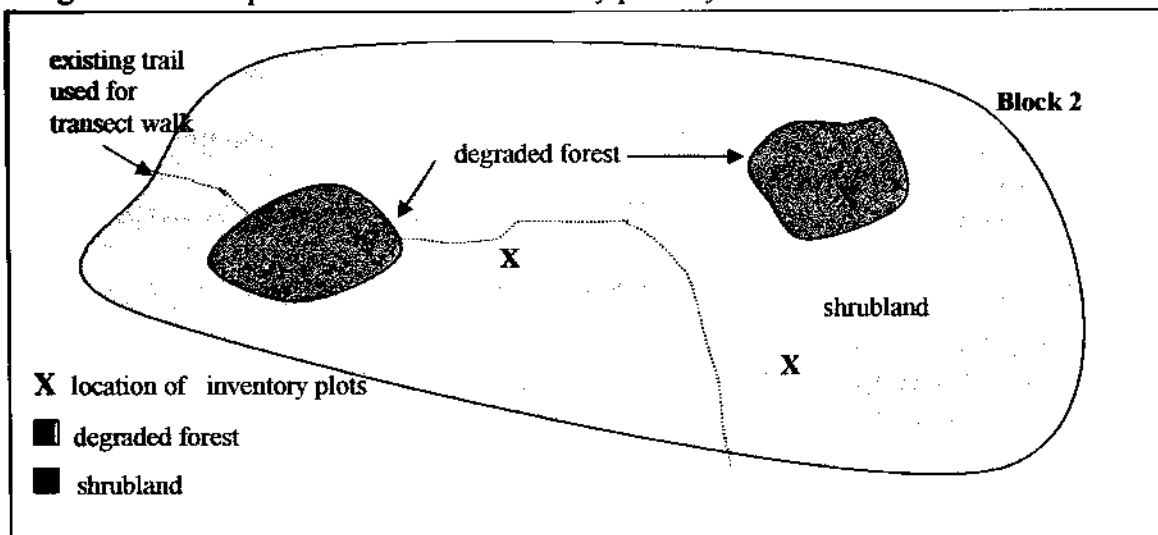
STEP 2: Identify locations to do inventory plots

After walking through each block, have a *brainstorming session* with the inventory team to discuss if they think natural resources are spread uniformly across each block or if there are specific areas or areas that require individual inventories. The map prepared during block division can be used to mark where any different areas are located.

Location and number of plots will depend on how variable resources are within the block. If blocks are defined to be roughly uniform, some variation may occur as in the example in Figure 8) where two different areas 1) shrubland and 2) degraded forest were identified in the *transect walk*.

In this example, inventory would then be done in the degraded forest and in the shrubland. The method is to ensure that all key resources within the block are included in the inventory.

Figure 8: Example of selection of inventory plots by a transect walk



Note: The block may be completely uniform in which case inventory plots can be located anywhere in the block.

STEP 3: Modify resource map as necessary

Any changes to the resource map resulting from the transect walk should be made while in the field so information isn't forgotten. Changes should be based on direct observations, discussions during the transect walk, and discussions with the inventory team.

4.7 Participatory Forest Inventory

Objectives

1. Describe the natural resources (plants, animals, soil) in each block
2. Describe the products harvested from each block and their use
3. Define sustainable harvest levels (where appropriate)

PRA tools that can be used

- group discussion
- semi-structured interviews
- direct observation
- random sampling (inventory) plots

Participatory forest inventory is done with the inventory team. Information about the location, condition and use of the natural resources in the community forest is required to develop and implement management plans, and so that facilitators can provide good technical advice to forest users. Rapid assessment techniques are preferred to quantitative methods in community forestry because local users do not need highly technical information to manage their resources. During the process, it is essential to visit every block of the forest in order to make an accurate description and to come to realistic decisions about how each block can be managed. The time required to complete the inventory will depend on the size of the forest and the number of blocks within it.

Recommended fixed area plots are:

data on tree species	10m by 10m plot
data on Non-Timber Forest Products (NTFP's)	5m by 5m plot
data on regeneration	2m by 2m plot

STEP 1: Review location of inventory plots

Make sure the inventory team remembers what the process of forest inventory involves. Review the number and location of inventory plots required for each block with the inventory team by looking at the participatory resource map out in the field.

STEP 2: Collect information from 10m x 10m plots (measured data)

1. The number of plots needed depends on the size of the block. As a general rule there should be 3 - 5 plots in each block.
2. Locate the 10m by 10m plots, so that there is an even distribution of plots along the line of the *transect walk* within each block of the forest. The easiest way to do this is to work out the rough distance from the start of the *transect walk* to the end of it. Ask the villagers questions to work out the distance, such as:

how far is it from point A to point B?

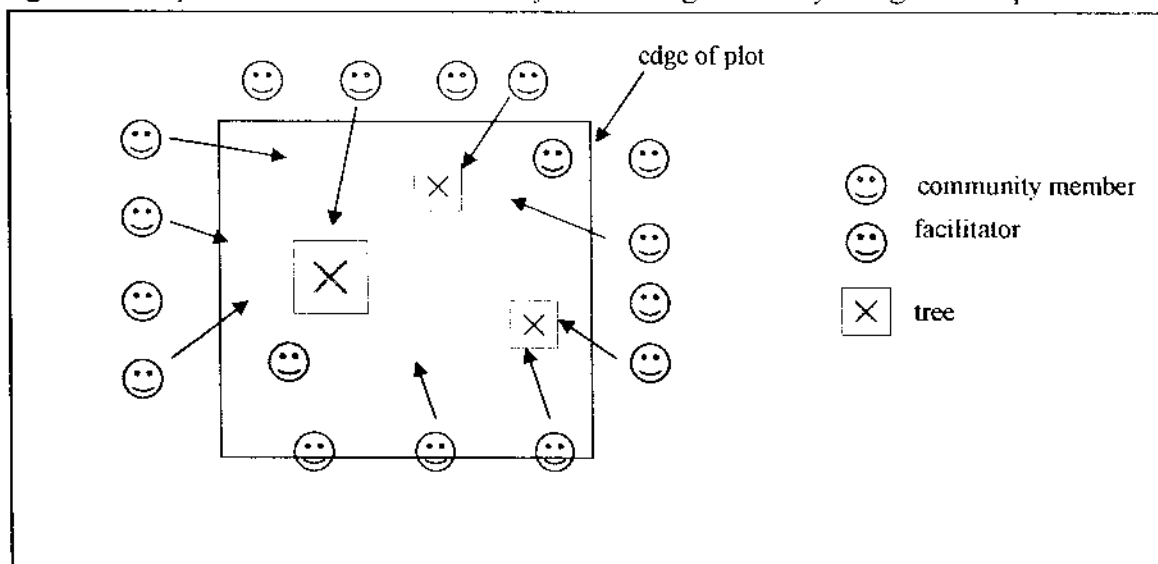
how long does it take to walk from point A to point B?

The reason for asking both questions is to enable *cross-checking* of information which provides greater accuracy. When the distance in meters is roughly known, divide this figure by the number of plots needed and that will give an idea of the distance needed between the plots.

- In the field this distance can be measured either by pacing or by using the GPS where available.
- If the *transect walk* is following a road or other permanent feature then the plots need to be located at least 10m either side. The reason for this is that the forest structure is likely to change near such features and so will not be representative of the block as a whole.
- Using a tape measure and a piece of string, mark out a square with 10 meter long sides and ask the inventory team to sit down around the edge of the square (see *Figure 9* below). The inventory is conducted by sitting down and discussing what everyone sees. The facilitator facilitates the discussion and records the information. The facilitator needs to remind the inventory team to look at only what is inside the plot, not outside.

From where the group is sitting ask them to name the trees and shrubs they can see inside the plot that are important to them. They don't necessarily need to name all the species, only the ones they know, use and think important. These species might be important for use in the village, for sale to markets or for their function in the ecosystem. This information is very useful for assessing the income generating potential of wood or fruit from the forest.

Figure 9: Representation of the inventory team doing inventory using a fixed plot



- Record the diameter (at 1.3 meters height) of all trees (by species) greater than 2m in height within the 10m x 10 m plot. Heights for each are estimated and recorded on

the inventory data sheet (see *Appendix 2*). A consensus should be reached within the group before any estimates are recorded.

STEP 3: Collect information from 5m x 5m plots (visually collected data)

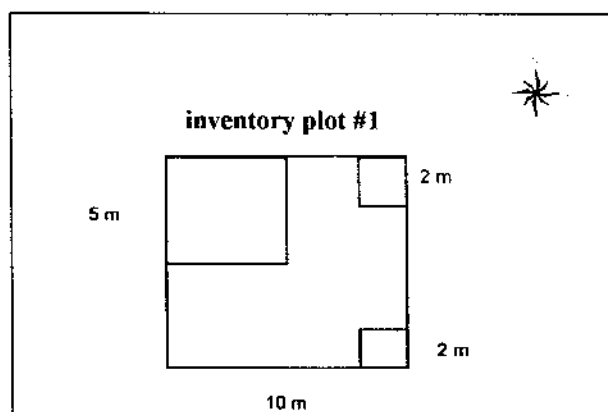
Inside every 10m x 10m plot, mark out one 5m x 5m plot (see *Figure 10 below*). It is best to standardise the location of this plot within the larger plot, e.g., always put the 5m x 5m plot in the northwest corner. Using the same procedure as the 10m x 10m plots, collect the following information:

1. Ask the community to list all the non-wood forest products (such as creepers, mushrooms, medicinal plants, food plants, etc.) they can see in the plot and how they are used. Also talk about use of fuelwood. Again this is to help with assessment of potentially marketable products.
2. Ask the participants about wildlife and wildlife habitat and have them name all the wildlife they have seen in the block in the last year.
3. Ask about the use of each of the trees and shrubs described in the 10m x 10m plots, e.g., a tree may be used for timber, fuelwood and resin. What actions can be taken to increase the productivity of the more important species?
4. Record all information on an inventory data sheet (see *Appendix 2*)

STEP 4: Collect information from 2m x 2m plots (regeneration)

In every 10m x 10m plot, two 2m x 2m plots are done (see *Figure 10 below*). It is best to standardise the location of these plots within the larger plot, e.g., always put the two 2m x 2m plots in the north east and south east corners. From within each 2m x 2m plot, count all the seedlings by species between 25cm and 2m in height and record this information on the forest structure analysis data sheet (see *Appendix 2*). Data on regeneration is essential when deciding on the sustainable yield from a forest, because it gives an idea of the species that will become the forest in the future after harvesting operations.

Figure 10: Arrangement of 10m x 10m, 5m x 5m, and 2m x 2m plots for forest inventory



STEP 5: Forest structure analysis

Forest structure analysis is done with the inventory team in each block after forest inventory. It is done only once for every 10m x 10m inventory plot. It does not involve any direct measurements, only visual assessment.

... to walk outwards in all directions from the edge of the 10m x 10m plot
... estimate the percentage of the sky blocked by the crowns of the trees, i.e., crown
... also what the main tree species are. They need to look directly overhead at
... crowns to make an accurate estimate.

... estimate the percentage of the ground covered by grasses

... the same location describe the soil type and appearance e.g., is it clay, loam, sand,
... stony, etc.

... At the same location describe the slope and aspect (compass direction it points), i.e.,
... faces north

Record these estimates on the forest structure analysis data sheet (*Appendix 2*)

Discussion of Field Results with the Management Committee

Objectives

1. Present and review results of natural resource inventory
2. Review and revise block objectives
3. Develop management options for each block
4. Discuss benefit sharing
5. Discuss monitoring and evaluation
6. Write annual activity plan

PRA tools that can be used

- presentation
- group discussion
- semi-structured interviews
- participatory resource mapping

Before drafting the management plan, results from the resource inventory should be reviewed with the management committee to make sure they understand and agree with the information collected. Block objectives should be reviewed and revised after inventory to make sure they are compatible with the production capacity of the forest. If the resources cannot meet the needs of the community then other activities such as on-farm tree planting and agroforestry need to be considered to increase overall production within the community. Benefit sharing also needs to be discussed and agreed upon.

STEP 1: Review results

Summarise and combine information collected from the field on a block by block basis. This can be done by taking the original resource map and new flipcharts and redrawing the map with the management committee. The new map can include more detail based on the information collected during forest inventory and forest structure analysis. This process allows members of the inventory team to check the information and to ensure that it is correct.

STEP 2: Review block objectives

Go through the objectives for each block, which were drafted before the natural resource inventory. Ask the management committee if they want to make any changes in light of the results from the resource inventory. The facilitator should provide technical advice regarding the suitability of the proposed objectives. After consensus is reached for each objective the facilitator should write down the changes made.

STEP 3: Discuss management options

Facilitators need to ask the participants what type of management currently exists if any, e.g., there may already be some restrictions on access to resources. Then ask about management options for the future such as:

- what can be harvested (when, by whom, how much and how?)
- species specific harvesting versus size based harvesting
- thinning schedules and intensities
- regeneration needs (natural versus planted)
- species composition and options to change it, e.g., by enrichment planting
- grazing concerns
- fire control / fire breaks
- harvesting of non-timber forest products (what, when, by whom, how much, how?)
- management of wildlife, water and agricultural lands

Facilitators should develop the skills to provide technical advice on the different management options when asked. Encourage the participants to think about different alternatives and the advantages and disadvantages associated with each.

The first step can be to list all the resources in the block and then decide upon whether or not they can be harvested each year or to what extent they can be harvested (see Table 5).

Table 5: Chan Sar Community Forest, Block 3 (divided into 3 sub-blocks)

Type of forest product	1999	2000	2001	2002	2003
timber	N	N	N	N	N
wooden poles					
sub-block 1	N	N	2000	N	N
sub-block 2	N	N	N	2000	N
sub-block 3	N	N	N	N	2000
dead fuelwood	Y	Y	Y	Y	Y
fresh fuelwood	P	P	P	P	P
fruits and vegetables	Y	Y	Y	Y	Y
medicinal plants	Y	Y	Y	Y	Y
mushrooms	Y	Y	Y	Y	Y
creepers	Y	Y	Y	Y	Y
wildlife	N	N	N	N	N

- harvesting allowed
- allowed to cut freely
- permission from central committee required

Management activities that should be discussed with the inventory team are:

- duration of fuelwood – the time and places where the users can collect firewood
- season as well as the harvesting procedure must be clearly specified in the plan
- rehabilitation of depleted plant and/or animal species
- actions to enhance overall forest production
- commercial harvesting and marketing of forest products

Discuss benefit sharing

"Sharing" refers to how the products and profits from the community forest are shared among members. The sharing of benefits needs to be defined for each block so that the users clearly understand who has access to the resources and on what basis. It is very important that this issue is discussed with a broad range of users and that consensus is reached. Future conflict is to be avoided and users are to remain happy with the process.

The facilitators should explain what benefit sharing is and that sharing of benefits needs to be defined for each block in the community forest. Discuss the following points for each type of resource harvested:

- who can access the resources, e.g., community members only or outsiders as well?
- what type of access is allowed (none, open, seasonal, and/or requires permission)?
- how much of each resource can be harvested - when and by whom?
- if permission is required from the central committee to harvest a product, what are the guidelines on which to base their decisions?
 - e.g., the first person to request access is given permission and so on until a defined limit is reached ("limit of 10 families can harvest rattan per season")
 - e.g., the central committee may decide some groups have priority (community members have priority over outsiders, or poor over rich, or widows over other community members, etc.)
- do they want any areas/resources to be put aside to support community development?
- are there any traditional rights that need to be considered, e.g., some families may have been harvesting poles from part of the forest for many years. If such traditional rights are in conflict with the new objectives, discuss what compromise can be reached.
- the facilitators should encourage the central committee to think about how people will be affected by these decisions: will some people be disadvantaged, will others have an unfair advantage, etc. Facilitators should encourage equity in benefit sharing (equal benefits for all).

STEP 5: Discuss monitoring and evaluation

The management plan should include details about how management of the community forest is to be monitored and how the plan can be revised if necessary. Monitoring is the periodic measurement or assessment of:

1. the amount of products harvested and the impact on the remaining forest resources;
2. the impact on community members, especially on the poorest and/or most marginalized; and
3. whether the objectives for each block and the entire community forest are being met.

Monitoring may involve observations at key sites, regular extension visits by the facilitator and discussions with the central committee and users. If there are problems with implementation or the objectives are not being met, some aspects of the management plan may need to be revised. The following issues should be discussed:

1. What they think they should be monitoring to help them improve their decision making and resource management? Amount of products harvested, growth of residual trees, regeneration, sale of forest products, impact on community, etc.
2. How they would like to monitor? One option is to interview user groups at regular intervals to ask them if productivity is changing, e.g., is the amount of fuelwood decreasing, is fruit harvest increasing, etc. If some community members were very interested they could be helped to keep records of their resource use, etc. Interviewing sellers is another option.
3. When would they like monitoring to occur and how often?
4. Discuss the process of revision to the management plans and in what situation it can occur.

STEP 6: Draft activity plan

The activity plan is a general guideline that shows when activities related to the management of the community forest will take place, who will be involved, and in what area of the forest. There are several reasons for doing an activity plan:

- it summarises all the activities related to the community forest
- it allows people to plan activities with regard to the availability of labour and any other necessary resources, e.g., the tree nursery can know in advance when seedlings will be required
- it can be used as a monitoring tool to make sure activities originally agreed upon are actually occurring and to address any problems preventing activities occurring

To draft an activity plan:

1. Explain what an activity plan is to the central committee and discuss the idea and reasons for doing one.
2. Ask the committee to list all the activities related to the community forest including management operations, meetings, training and extension, record keeping, etc. Write these on a flipchart.

complete list of activities go through them and assign timings to each. The plan should be written on paper in table form.

That timing suits participants and is appropriate for the activity, e.g., tree planting is usually more successful during the early monsoon, but there may have to be adjustments due to lack of labour at this time of year.

The Management Plan

Contents and format of the management plan

The format of each management plan will be slightly different depending on the needs of the community and the information collected. The format given in *Table 6* is an example of a management plan for the Kompong Phluk community forest / fishery. Other headings can be added or deleted as necessary. For example the community profile could just have the one heading 'Community profile' and have several paragraphs underneath that include all the items listed.

Contents and structure of the Kompong Phluk Management Plan

	Example
Operation	Kompong Phluk Community Forestry Management Plan 2000 - 2004
Community profile	
Location of the community forest	Kompong Phluk Community Forest
Location of the commune, district	The Kompong Phluk community forest is located in Kompong Phluk commune, Prasat Bakong district, Siem Reap province.
Location where the forest is situated	
Number of the villages that will be affected by the forest	The Kompong Phluk community has members from three villages: Dey Kraham, Thnot Kambot and Kok Kdol.
Location: where the community forest is in relation to major natural features and administrative boundaries.	The community forest is situated approximately 12 km south of the Prasat Bakong district headquarters. To the south is the Tonle Sap Lake, to the west is Chong Khneas community fishery, to the north is flooded forest (public fishing ground), and to the east is Kompong Khleang community fishery.
Total area of resource	The community forest covers a total area of 979 ha.
Total number of members	The three villages of Kompong Phluk community have a total of 425 families. This represents 2110 people made up of 1082 women and 1028 men
Historical background	
Why is community forestry starting in this area?	Village chiefs made a request to FAO to develop community forestry after the area had been informally protected since 1945. This request came as a result of forest encroachment by mung bean farmers that the community could not prevent by themselves.
Who has requested it?	
How have they managed the forest in the past and who did it?	
History of use	Timeline showing dates (see example in <i>Appendix 1</i>)
Goal(s) of the community forest	<ol style="list-style-type: none"> 1. To conserve biodiversity in the area 2. To use natural resources in the area in a sustainable manner 3. To strengthen local capacity for sustainable forest management 4. To improve rural livelihood

<i>Forest profile by block</i>	
Number, name and area of block	Block 1: high density flooded forest 82 ha
<i>Block boundary</i>	The high density flooded forest of Block 1 forms a corridor around the channel leading from the villages to the Tonle Sap lake. It has low density secondary forest to the east and medium density forest to the west.
<i>Forest age/structure</i>	The forest is over 50 years old and is made up primarily of mature trees with few shrubs and grasses.
<i>Crown cover</i>	Crown cover in the block is from 70 – 90%
<i>Important tree and shrub species</i>	riang or trah (<i>Barringtonia acutangula</i>) taua (<i>Terminalia cambodiana</i>) kom pniang (<i>Hymenocardia wallichii</i>) tros
<i>NTFPs</i>	fruits, leaves, medicinal plants
<hr/>	
<i>Current use and management</i>	Block 1: fuelwood: dead and green branches are harvested for household use. NTFPs: fruits, leaves, medicinal plants are harvested for household use timber: no timber is harvested wildlife: birds and snakes are occasionally harvested
<i>Sustainable harvest estimates</i>	harvest of dead branches only for fuelwood timber harvesting not sustainable
<i>Regeneration</i>	good, 1250 natural seedlings/ha
<i>Wildlife</i>	monkeys, snakes, forest birds, turtles
<i>Soils</i>	alluvial, clay with humus, good quality
<hr/>	
<i>Community Management</i>	Block 1:
Management objectives for each block	1. To improve forest condition in the block and protect other resources like aquatic animals and wild birds 2. To produce natural walls by maintaining the forest. This then provides protection from natural catastrophes, like wind and waves, that often destroys houses To use the block as a public fishing ground and eco-tourism place during the flooded season.etc...
<i>Forestry operations for each block</i>	see example for Chan Sar community forest (<i>Table 8</i>)
<hr/>	
<i>Benefit sharing</i>	Block 1: All members of the community have access to the community forest to fish without fisheries taxation. All community members are allowed to collect dead fuelwood and other NTFPs. The community will develop eco-tourism to generate income for improving living conditions of the local people.

Evaluation for monitoring and the plan

The facilitator and central committee will meet with user groups after one year of operation and every year thereafter to discuss productivity in the community forest. If resources are declining they will propose any necessary changes to the plan. After discussion and consensus with the users, necessary changes will be drafted into the plan. The facilitator will then have these changes approved by the provincial forestry department. Revision can be requested by the committee at any other time and will require the same period of discussion and approval.

see *section 4.8 discussion of field results*

Map should show block boundaries, area of each block, name and number of the block, total area, other major features such as ponds (see *Figure 6*)

There are 6 blocks in Kompong Phluk but this Table only give details for Block 1 as an example, details for other blocks are in the management plan.

Sources of information

Information necessary to write the management plan is collected during the process outlined in these guidelines. *Table 7* lists the headings and sections that can be included in a management plan and where the information comes from that is necessary to complete that

The source of information for each section of the management plan

Section of management plan	Where the information comes from
Name of operation	Name of the community
Community profile	generally for 5 years
Name of the community forest	the name of the community forest should be decided by the community at the time when the central committee is elected (workshop)
Name of the commune, district & province where the forest is situated	<i>section 3.2</i> gathering background information
Names of the villages that will manage the forest	<i>section 3.2</i> gathering background information
Location	the facilitator can describe this using topographic maps and local knowledge
Total area	mapping with GPS
Total number of members	<i>section 3.2</i> gathering background information
Historical background	
History of use	historical timeline (case study - see <i>Appendix 1</i>)
Goal(s) of the community forest	community forest rules and regulations
Forest profile by block	
Number, name and area of block	resource mapping (see <i>section 3.4, 4.4</i>), block division (see <i>section 4.5</i>) block verification (see <i>section 4.6</i>)
Boundary	block division } as above block verification }
Forest age/structure	forest inventory (see <i>section 4.7</i>)
Crown cover	forest inventory (see <i>section 4.7</i>)

Important tree and shrub species	forest inventory (see section 4.7)
Non-timber forest products (NTFPs)	forest inventory (see section 4.7)
Current use and management	resource mapping (see section 3.4, 4.4) forest inventory (see section 4.7)
Sustainable harvest estimates	forest inventory (see section 4.7)
Regeneration	forest inventory (see section 4.7)
Wildlife	forest inventory (see section 4.7)
Soils	forest inventory (see section 4.7)
<i>Community management</i>	
Management objectives for each block	done during block division (see section 4.5, 4.6) and finalised after inventory (see section 4.8)
Forestry operations for each block	meeting with the central committee (see section 4.8)
Benefit sharing	meeting with central committee (see section 4.8)
Activity plan	meeting with central committee (see section 4.8)
Monitoring and evaluation	data collected over time (see section 2.7, 3.12)

4.10 Review and Finalize the Plan and Obtain Approval

Objectives

1. Ensure the community understands the information that the management plan contains
2. Gain approval of the plan from the community through a process of discussion and modification

PRA tools that can be used

- presentation
- group meeting
- focus group discussion

After completion of the draft management plan, the next step is to discuss it again with the community and get their comments. This needs to be done to ensure information has been recorded and interpreted correctly, to show the community what has been done so far and to get feedback. Representatives of all interest groups (this may consist of village representatives and/or representatives of socio-economic groups, e.g., women) need to be involved to ensure the plan is accurate and fair. Make the final resource map showing forest blocks, water sources and other resources available for all the participants to look at.

STEP 1: Meet with central committee, management committee and interest group representatives

1. Make sure all participants understand the concept of a management plan and how it can affect them.
2. Go through the main sections of the plan (forest profile, community management, benefit sharing, and activity plan) with the participants and write down any comments they have. Some of the issues the facilitator can ask about are:
 - accuracy – is the information correct?
 - clarity – can they understand it?

do they agree with the contents, e.g., objectives, activities, management strategies, etc.?

Ensure no group has been unfairly disadvantaged by the proposals in the plan. Ask different stakeholders their opinion on how they think it will affect them etc.?

Management committee presents the management plan at a community meeting

Central committee, village management committees and representatives from all users, and appropriate authorities should be invited to the community meeting to agree on a version of the management plan. The management committee should present the plan at the meeting to make sure that they understand it and have ownership of it. The following should be included in the agenda:

1. The management committee chief should explain why the meeting has been called and explain why the plan is needed.
2. The important sections of the plan should be presented and discussed using the map, i.e., block objectives, operations and benefit sharing arrangements.
3. Any proposed changes or additions should be discussed.
4. At the end the plan including any modifications should be approved

On completion of the management plan, the management committee must submit a copy to the District Administration Cantonment Chief for review and approval. Once approved, copies should be provided to the District Chief and Commune Council.

MANAGEMENT PLAN IMPLEMENTATION

The key to success with community forestry development will be the extent to which we empower people to have genuine control over their resources and how effective we are at capacitating the people for productive and sustainable management of their forest resources. Many people need to see benefits to remain motivated and actively engaged in natural resource management. Whenever and wherever possible, we should be assisting communities to generate income through active management of their resources. Income that can be used both to support resource management as well as local development. In every case, good management planning is required followed by effective management plan implementation.

5.1 Selling Forest Products

In all community forestry, we should strive to achieve economically viable and sustainable management. There is potential in non-timber forest products such as rattan, bamboo, medicinal plants, fruits, foods, honey, etc. that can be harvested and marketed. Value added processing needs to be considered to generate as much as possible for the community who does the management. Commercial fuelwood management and charcoal production are also options depending on forest condition and market availability. In Siem Reap, we have found many forests containing dense stands of poles with up to 40,000 stems per hectare. Thinning is needed while simultaneously a strong demand for poles exists from the fisheries and

construction sectors in the province. An ideal situation, however the royalty issue remains a constraint.

Objectives

1. Community derives benefits from their forests by harvesting products sustainably
2. Forest resources are improved and availability of forest products increased
3. Community assumes active and responsible protection and management of their forest resources

Step 1 Obtaining permits

Implementation of management plans should in most cases lead to commercial harvesting of forest products, as the whole purpose of community forestry is to enable poor people to benefit directly from the forest resource. For commercial harvesting to occur permits are required from the Ministry of Agriculture. The permit application must contain details of the:

- community forest where harvesting will occur
- timing of the harvesting
- type of product to be harvested i.e., poles or rattan
- amount of the product to be harvested i.e., 10,000 poles cut in Skun village in 2003

Step 2 Negotiating royalties

Under the Forestry Law and the Community Forestry Sub-decree communities have to pay royalties to the forest administration for all products sold commercially from the forest. The rates are decided by the Minister of the Department of Agriculture, Forestry and Fisheries and may be deferred by the Minister. At present all communities have to negotiate the royalties individually with the Forest Administration each time they want to harvest a product. There have been problems with the royalty rates being set higher than the market price for the product. This obviously has the effect of making harvesting uneconomical and endangers timely and effective management.

It is hoped that this situation will change in the future and that the government will reconsider the issue of royalties. In line with government policy on poverty reduction it is desirable that royalties for community forests be abolished, and perhaps be replaced with a fixed rate tax.

Step 3 Developing Infra-structure in the forest

As part of harvesting, consideration has to be given to how the products will be extracted and delivered to the market. This is especially important if the products are large such as poles or timber. In these situations things that need to be considered include:

- are there roads into the forest that can be used by trucks from the buyer?
- are the roads passable year round?
- do the roads go into the areas of the forest where the products will be harvested?

through roads then in certain situations it may be necessary to construct roads into the forest. Usually this will only involve clearing the forest to allow access. However, the route of any road has to be carefully considered to minimize forest destruction and the labor involved.

Chan Sar community forest

How management plan implementation can benefit a community and where a community is to be involved, the example of Chan Sar community in Siem Reap province is used. The community forest is divided into a number of different blocks, only one of which will be looked at in more detail here.

Block 2

Wooden pole production block

2 ha

Objective:

To improve the condition of the forest

To produce wooden poles and other forest products such as fuelwood, medicinal plants, mushrooms, etc.

To increase income generation through wooden poles production

Species: *Diospyros bejaudi*, *Cratoxylon prunifolium*, *Parinari annamensis*, *Popiwia aberrans*

Condition: moderate

Production: very good (> 1,000 / ha)

Management of block No.2

Block No.2 has been divided into 7 sub-blocks and each sub-block will be managed by one village according to the rules and regulations and customary user rights. The sub-block division is as follows:

- sub-block 1 managed by Chan Sar Choeung village: 50 ha
- sub-block 2 managed by Chan Sar Tbong village: 150 ha
- sub-block 3 managed by Thnal village: 90 ha
- sub-block 4 managed by Chba leu village: 100 ha
- sub-block 5 managed by Chup village: 170 ha
- sub-block 6 managed by Choam village: 140 ha
- sub-block 7 managed by Kok Toeung village: 222 ha

Table 8: Harvesting Plan for Chan Sar Community Forest

Sub-block	Number of poles to be harvested					Remarks
	1999	2000	2001	2002	2003	
1	x	x	1000	1500	2000	sell poles to fishing lots on the Tonle Sap x = no cutting allowed
2	x	x	2000	2500	3000	
3	x	x	1500	2000	2500	
4	x	x	2000	3000	3500	
5	x	x	2500	3000	4500	
6	x	x	2000	2500	4000	
7	x	x	3000	4000	5000	
Medicinal plant:			allowed to collect freely			
Fuelwood:			allowed to collect only dead wood			
Fresh fuelwood			permission from CF required			
Fruit trees:			allowed to collect freely			
Mushroom:			allowed to collect freely			
Wildlife:			collection prohibited			

The role of the facilitator:

The facilitator is intimately involved with the community throughout the process of management planning and subsequent implementation. In this example, the facilitator performed the following functions:

1. Acting as a representative of the forest administration, obtaining necessary permissions and documents to allow harvesting and getting them signed by the relevant authorities.
2. Liaising between the villagers and the pole buyers to draw up an agreement and to ensure that the poles are sold for a fair price.
3. Maintaining a check on pole quality, to ensure that the poles being cut meet market demands.
4. Monitoring the number of poles cut and the ease with which villagers were able to cut them.
5. Assessing harvesting impact on remaining forest resources.

The result was that the community successfully harvested the numbers of poles in the table above, sold them to the pole buyer who sold them to the fishing lots on the Tonle Sap lake. Through the process of developing and implementing a management plan the community was able to protect and improve the forest, and generate income for the community.

Monitoring and Evaluation of Management Plans

to monitor the impact of forest management on livelihoods

to monitor the impact of the management plan on forest resources

to maintain levels of satisfaction with community forest development and management

to identify community forestry process to achieve more effective use of resources and better results

Methods that can be used

• Semi-structured interview

• Informant interview

• Focus group discussion

• Group meeting

Necessary to carry out M & E so that facilitators and villagers working in community forestry can know if the work being done is effective and achieving its aims. A regular process of feedback and adaptation is essential for improvement of management and benefits. Consideration on what information to record and collect and how often to do it should be done during the planning process.

According to the sub-decree, every 5 years the management plan must be reviewed and revised if needed. However, in practice management committees should be meeting on a monthly basis to discuss issues and progress. To, in effect, monitor where they are! Reports should be submitted every quarter by each community management committee to the Forestry Cantonment, District Chief and local commune council.

Participatory monitoring and evaluation should be done with FA staff and community members until which time the community is capable of doing the necessary monitoring on their own.

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APPENDICES

Description and Explanation for the Use of Participatory Tools

presented in the order in which they first appear in the guidelines.

<ul style="list-style-type: none"> 10. rapport 11. observation 12. meetings 13. informants 14. group discussions 15. participatory resource mapping 16. street walk 17. checking 18. structured interviews 	<ul style="list-style-type: none"> 10. time-lines 11. brain-storming 12. stakeholder analysis 13. stakeholder mapping/Venn Diagram 14. 24hr analysis 15. gender analysis matrix 16. ranking and sorting 17. problem tree
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Building rapport

Rapport is where facilitators build a strong working relationship with the community

Rapport is necessary to enable the facilitator to understand how the community is organized, how it functions and what role different people play in the community. The facilitator needs to know you are working to their agenda and that it is not your objective to tell them what to do and when to do it. Rapport building is an ongoing process that never ends and is present in almost all activities that the facilitator does. As the facilitator you need to:

- be open and friendly towards people and ready to answer their questions
- show that you listen to their points of view
- demonstrate that their opinions are valid and important
- do what you say you will do

Suggested Approach:

1. Meet with village leaders and local officials when beginning work in a village to dispel suspicion. However, building rapport should not stop with just meeting these people.
2. Begin working with villagers who are more approachable and have less to fear from outsiders, e.g., older people, teachers, etc.
3. Clearly explain who you are and your reasons for coming to the village to a wide cross-section of villagers: women and men; poor and rich; disadvantaged and powerful.
4. Walk around the village to get to know the area and talk to people you meet on the way.
5. Show genuine interest in local issues.

6. Talk to people about what interests them, such as their children and their work, especially when you first meet people.
7. Ensure that men in a village understand your motives for wanting to talk to women, and ensure that you do talk to women separately from the men.

To build rapport with women, facilitators should:

1. Treat women with respect and recognize that if they don't say much in groups it is because of their traditional role, it does not mean they don't have anything to contribute
2. Discuss with both men and women the value of women's knowledge and experience and the importance of getting information from them and involving them
3. If necessary, approach and contact women through male leaders and through women who are acceptable and easily accessible to them: the older, wiser, skilled and respected.
4. Meet women in places where they are comfortable – not just in big meetings.
5. Be aware of the heavy workload of women and do not act as if what they are doing is unimportant and easily interrupted.
6. Listen to what women want to talk about, do not start with your own assumptions of what you think they'll want to talk about.
7. For male facilitators, if you are finding it difficult to build rapport with women, see if you can find a female helper.

Note:

- building rapport does not happen in one meeting or visit but requires an extended process of building trust and mutual understanding between field workers and the community.

2. Direct observation

Definition:

Observing and taking note of physical surroundings, and people's behaviour and activities

Purpose:

- Make qualitative and quantitative appraisals of physical and social conditions
- *Cross-check* information that has been collected using other tools
- Gather extra information that can be used as a basis for further investigation

Requirements:

- notebook and pen

Suggested Approach:

1. Prepare a checklist of topics for observation and note these topics in a field book

and systematically at what is in the community forest and take notes about checklist.

topics as a checklist, but allow for flexibility so that issues can be explored

observations as soon as possible, don't rely on memory.

observations with information obtained through other methods.

and record and but do not make value judgements about what you see.
observation appears easy, but it takes practice to become good at it

meetings

bringing people together in the same place to discuss a specific issue or to exchange

and receive information

issues of relevance to the community

identify problems and solutions

activities and negotiate conflicts

receive community agreement on an issue

Validate evaluation results and formulate recommendations

Requirements:

- notebook and pen
- flipcharts and marker pens

Suggested Approach:

- Have a clear purpose and know what the meeting is to accomplish for both outsiders and insiders e.g., the need to reach agreement on a specific issue.
- Note: This is not the same as deciding in advance how the meeting will reach that end point and then simply applying this set procedure. Be flexible allow the villagers to choose their routes and methods to achieve the desired result.
- Arrange a convenient time and place for the meeting. Take into consideration the number of people in the group and the fact that they will have different time constraints. Remember that you can hold the same meeting more than once.
- Inform people well in advance about the meeting

- Inform people about the purpose of the meeting using posters, talking with individuals etc.
- Prepare materials to be used during the meeting
- Plan a strategy to encourage discussions by for example using leading questions such as where, when, what, how, why?
- Plan a strategy to involve all groups in the community. This might for example mean holding separate meetings with groups such as women or the poor at a later date.
- Expect high turnouts at the start which decrease over time as only those really involved will attend

Note:

- beware of hidden agendas and groups who use the meeting to bring up there own concerns
- do not take the position of being the expert - develop participation and be sensitive so as to include as many people as possible
- remember all contributions are valid and potentially useful

4. Key informants

Definition:

Key informants are selected community members who are able to provide information on a particular topic based on their knowledge, skills or experience.

Note:

The type of knowledge people have will be based on:

- age
- gender
- labour division within the community or family
- occupation
- socio-economic status
- experience
- environment
- history

Purpose:

Identification of key informants is based on the idea that community members can provide the most accurate, relevant and detailed information about their own community. Because it is not possible to speak with everyone in a community, individuals with experience on a particular topic are sought.

Requirements:

- notebook and pens

Approach:

Identify the type of information that you need, e.g., number of people in the community, main occupations, household incomes, history of forest use etc.

Work with the appropriate authority (e.g., commune or village chief) and arrange for a meeting with the villagers to explain what you would like to do.

Identify individuals based on your own observations **OR** Ask the village chief to identify individuals in the community that hold key positions or have particular expertise, experience or knowledge. This should include all major sectors of the community. Ensure women, youth and elderly community members are represented.

Choose whom among these people can provide relevant information based on your objectives. Find out where they live or how you can contact them so you can arrange a meeting or activity.

This meeting or activity will usually involve the use of another tool such as semi-structured interviews

Ask the village chief to identify individuals in the community ensure that the selection is representative

Do not only talk to people who hold key positions / have power - a poor forest collector is likely to have better information about the forest than the village chief

Focus group discussion

Definition:

- Focus groups are a special type of group meeting
- They have a small number of people (4-8) who focus on a specific problem or purpose
- They are made up of people with common concerns (e.g., women, fruit harvesters, poor people, etc) who can speak comfortably together, share common problems and a common purpose

Purpose:

- Generation information which can be used for planning or completing the profile of a community or resource
- *Cross-check* information in documents lacking details
- Build consensus
- Gather different opinions of community members on important matters such as reasons for illegal harvesting of forest products
- Identify problems and achieve consensus on controversial issues

Requirements:

- note book and pen
- board and chalk
- flip chart and marker pens
- attendance sheet

Suggested Approach:

- Determine who the target participants will be based on personal observation or in co-operation with local authorities/committee chief. Criteria for selecting target participants will be similar to those used to select participants for resource inventory (see section 4.2). (Note: the members of the inventory team should not participate in the focus group as their ideas should already have been included.)
- Approximately plan the time frame and schedule of the session
- Design the focus group guidelines:
 - guidelines should be brief
 - phrase questions in a way that seeks to discover general attitudes within the community, not just those of the participants
 - guidelines should provide only the opening questions for key topics and a reminder to investigate certain aspects more closely

During the session

- Facilitators introduce themselves and ask participants to introduce themselves
- Make sure the participants understand the purpose of the activity
- Request permission to take notes of the discussion
- Go through the prepared guidelines, but feel free to go back and forth among topics, be flexible.
- Keep track of which topics have been discussed by putting a check mark (✓) next to them
- At the end of the discussion, give a brief summary of the topics that have been discussed by the group
- The note taker should write down the key words in statements or questions. Enough should be written to get the essential meaning, but it is not necessary to try and write down every word

6. Participatory mapping**Definition:**

A method for collating and plotting information on the occurrence, distribution, access and use of resources within a community

Example

See *Figure 7* (section 4.4)

community members to identify, locate and classify past and present resource distribution, use, and access and to reveal the significance the participants

community members to locate critical locations such as cleared areas, areas of etc.

an opportunity for the community to link issues with where they occur in the , where fruit harvesting occurs or where illegal tree clearing occurs.

maps to assist the community with planning, assessing change and and evaluating

for creating map, let the people decide which ones they want to use - is readily available such as stones sticks etc.

chart and marker pens

ing tape

approach:

the participant group

the purpose and scope of the mapping exercise

the group to select *key informants* who are knowledgeable about the area or to be described

resources or features to be mapped, e.g., they may be interested only in resources or different vegetation types

facilitate drawing the basic outline of the community forest boundary using either the chart or local materials. Make sure the participants have a common understanding of the orientation. Make sure everyone can see the map.

Participants draw the main physical features such as roads, rivers, villages, etc. Agree on the local name for each feature.

1. Ask participants to locate on the map the listed resources and features (from step 4).
2. Use symbols and colours to represent various sets of information and draw a corresponding legend.

Note:

- let the participants create the map themselves and do not expect accuracy - exaggerated or detailed areas will indicate where knowledge or priorities are higher
- one person may try to dominate drawing if mapping is done by the group as a whole - this has to be avoided
- conflicts may arise if inequalities become apparent or old hostilities are started up again

7. Transect walk

Definition:

A transect walk is a series of observations performed while walking through a community forest or area of community land

Purpose:

- Allows *direct observation* as a cross-check, for information previously collected through interviews and *resource mapping*
- Provides specific information needed for mapping and analysis, including highlighting sensitive issues that may not be brought up in more formal settings
- Allows the facilitator to familiarise themselves with different parts of the local community and local land use

Types of information that can be gathered using transects

Biological and physical

- slope, water resources (springs, ponds, etc), soil type, etc.
- forest type and condition
- wildlife

Resource use

- systems of agriculture (past and present)
- types of plants that are used by the community

The above types of information can be used to confirm or change block boundaries

Requirements:

- length of rope/ tape measure to measure distance
- pen and notebook
- map produced by community during resource mapping and block division
- camera and GPS if available

Suggested Approach:

1. Clearly identify what information is to be collected with the participants.
note: they should already have been consulted about the route for the transect walk
2. If covering a large area, use a 50 or 100m long rope to mark the distance covered. If ground is uneven or covered with undergrowth the number of steps taken can be counted.
3. Take notes of observations made to the left and right of the path walked every 50m (or whatever the rope length/number of steps agreed to).
4. Record any significant changes to forest structure or condition or any other important features not included on the resource map. Ask whether local people have a name for these different areas.

When the map reaches the edge of each block (as marked on the resource map), stop observations with participants. If a GPS is available a reading can be taken at the block boundary.

Record changes that need to be made to the participatory map, e.g., changes to boundaries.

Ensure that the route chosen passes through all the different blocks

Checking

Information obtained from one source or PRA tool through the use of another

Verification of information provided by one section of the community

Confirmation that information has been recorded correctly

Using information to stimulate renewed discussion and possibly generate new information

Notes:

paper

Approach:

Two approaches to the use of this tool.

1. Try and collect the information required by the use of a different tool with the same people or by using the same tool with a different group. The tools can be used as explained in this section and the responses then compared **OR**

2. Conduct a specific group meeting to cross-check information

- Explain the purpose of cross-checking to the group
- Ensure they understand that there are no right and wrong answers
- Clearly identify the information to be cross-checked i.e., who owns the forest land, history of forest use.
- Initiate discussion and ask people whether they agree with the information recorded
- Record any changes that the group wants to make to the information
- Compare the information from the first group and from the specific group meeting and if there are still large inconsistencies then the process may need to be repeated with another group until some general consensus is reached

Note: Ensure participants realize that the reason for cross-checking is not that you disbelieve the information that they have provided

9. Semi-structured interviews

Definition:

- A semi-structured interview is a conversation with a purpose.
- It combines a set of guide questions or discussion points with new questions that arise during the interview (as a result of answers from participants).
- Information collected is not limited to a set of pre-determined questions

Purpose:

- Provides a way of probing answers,
e.g., If a participant says that rattan is an important NTFP the interviewer may ask, "why is it important" and "who is it important to?"
- Allow different aspects of a problem to be explored,
e.g., if a participant says forest clearing is a problem the interviewer can ask "why is it a problem and who clears the forest?"
- Allow participants to give detailed accounts of their personal experiences

Requirements:

- pen and notebook

Suggested Approach:

1. Preparation for the interview
 - Use participatory techniques to identify *key informants*
 - Prepare an agenda and list of topics as a broad outline around which to base the discussion
 - Arrange a place for the interview that the participants feel comfortable in
 - For a more meaningful conversation, observe people, be familiar with the local terms they use and understand the cultural meaning of gestures and other symbols. Remember, gender, background, age and personality will affect the interview.

Open-ended questions - these encourage participants to tell a story. Closed questions have a yes or no answer.

When do you go to the market? is an open-ended question
Do you go to the market twice a week? is a closed question

Descriptive questions - these prompt participants to describe their activities
Describe what happened after the logging concession started?

Probing questions - these attempt to find out how participants understand their own knowledge.
How did clearing affected the water in the spring? If so, how?

Comparative questions - these encourage participants to discuss the meanings of their experiences and provide an opportunity to make comparisons between situations and

Could you compare the amount of fuelwood available now to what was available 10 years ago?

Probing questions - these allow participants to think about the causes of a particular situation. Probing questions usually start with "why?" or "how?"
Why do you think fruit harvest is less now than it was 10 years ago?

Conducting the interview

Introduce yourself and the purpose of the interview.

Present the general topics or themes to be covered in the interview.

Record only brief notes during the interview.

Start with simple questions that require description. Then move to more complex structural and contrast questions. Be particularly sensitive when asking probing questions.

Make links between comments from the participants by asking further questions in the participant's own words to encourage them to provide information in their own way rather than the interviewer's.

Write up the interview as soon as possible so no information is forgotten.

When possible, share with the participant how you have used the information from the interview.

Analyse the information at the end of each day. Comparison of different peoples responses can be used to *cross-check* information.

Note:

- never ask leading questions
- listen closely
- do not repeat the same questions
- do not ask vague or insensitive questions

10. Timelines

Definition:

Simple graphic method of representing a sequence of past events that a community considers important.

Purpose:

- Helps in the early stages of building rapport and engaging in mutual learning about past history and current identity.
- Establishes any previous experience with development projects, and helps to prevent repetition of past mistakes.
- Can act as a focal point for the village and as an aid to plan further activities.

Requirements:

- writing surface and writing materials
- pen and notebook

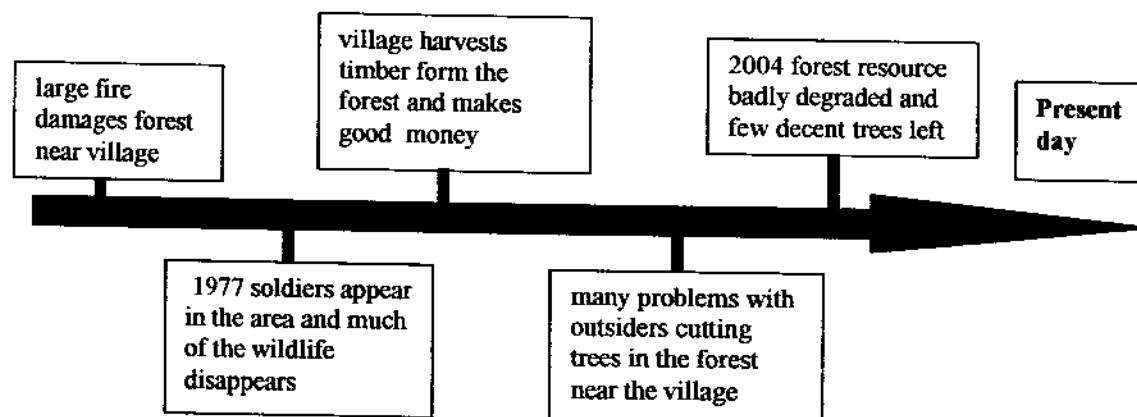
Suggested Approach:

- Explain that you would like to discover more about the history of the community
- Draw a line on the floor or on pieces of paper joined together
- Provide people with cards and ask them to identify significant events in the past and to add these to the time-line i.e., building of new roads, drought years, major political events (they can be represented in words, pictures or symbols)
- Ensure that people place them on the line in their relative historical position
- Initiate discussion about the position of the cards and move them if there are changes to the agreed order of events

Note:

- the aim is to place the events in chronological sequence not to know the exact number of years between them
- for some events people may remember the exact date but if they do not then do not worry as it is the chronology that is important

Examples of possible structures:



fire damages much of the forest near to the village
hunters appear in the area and much of the wildlife disappears
the village harvests timber from the forest and makes good money
the village has many problems with outsiders cutting trees in the forest around the village
the forest resource is badly degraded and there are very few decent trees left

Brainstorming

Brainstorming is a technique for generating as many ideas as possible about a subject.

Brainstorming encourages participants to think critically and creatively rather than to generate a list of options, answers or interests. The information generated is usually unstructured (i.e., not comprehensive) but can be followed up by other participatory methods.

Brainstorming is a technique for generating new information, perspectives and gathering of ideas and different views from several people on a certain topic in a short time.

Brainstorming is a technique for generating useful information on specific issues in the community.

Brainstorming is a technique for generating a quick overview of a specific subject.

Materials:

- Flip chart and marker pens
- Masking tape
- Cards and pens (optional)

Suggested Approach:

Pre-activity

- Set the objective of the activity.
- Based on the objective, determine the individuals or groups that should be involved (e.g., fishers, women, old people, etc.) and select participants
- Set the date, time and place of the meeting

Note: Brainstorming is often part of another meeting or activity so selection of participants and the date for the meeting may already be organised

On the day of the activity

- Explain and discuss the objective of brainstorming and how it will be done so that everyone understands the process.
- Introduce the topic (e.g., developing block objectives)

- Ask each participant to give their ideas relating to the topic. The facilitator should not correct the ideas. The ideas should not be discussed at length.
- Write down all the ideas on the flip chart as they arise for everyone to see
- With the participants, sort, classify and group ideas that have been written down. This will involve large amounts of discussion if people are not literate.
- The aim is to end up with a few major themes
- Discuss and analyse with the participants the results or use them as an input to the next activity.

Note:

- The success of the brainstorming session largely depends on how well the facilitator can encourage participants to express their ideas.
- If participants are afraid to voice their ideas in front of the group, cards can be given to each participant to write their ideas on. These cards can then be put on a board and sorted and discussed as above.

12. Stakeholder analysis

Definition:

A technique for analyzing all those who possess an interest in, or are affected by decisions concerning the management of the natural resource concerned

Purpose:

- To analyze who is most affected by decisions relating to community forestry and should therefore be directly involved in decision making
- Assessment of the extent to which each group of stakeholders will be affected by management decisions
- Assessment of the relative power and influence of different groups over the forest resource
- Discussion with stakeholders about their interests and expectations
- Exploration of relationships amongst different stakeholder groups
- Decide on the potential contributions of each group towards making management decisions

Requirements:

- pen and paper
- sticky notes (optional)

Suggested Approach:

- Conduct a *brainstorming* session with the participants to identify a checklist of all the stakeholders
- Add this list of stakeholders to the first column of the table outlined below:

Stakeholder (to the project)	Influence (over the success of the project)	Importance (to the project)
Stakeholder	-4 -3 -2 -1 0 1 2 3 4	1 2 3 4 5

Stakeholder establish their interest, influence and importance using simple scoring method in the table above. This can be achieved through discussions, or by individuals writing their opinions on sticky notes and to each category

ideas down through *group discussion* to achieve consensus

When complete the results can be mapped onto a matrix by the group (see open questions to check the reasons and logic for the groups decision

<p>Low importance/high influence Care should be taken with this group, particularly if their interests conflict with those of stakeholders who have high importance</p>	<p>High importance/high influence These people are the key to the process</p>
<p>Low importance/low influence Not really important to the project</p>	<p>High importance/low influence Key to the process - genuinely participatory methods can assist them to have more influence</p>

Importance 

13. Stakeholder mapping/ Venn diagram

Definition:

A technique to identify the key stakeholders in a development intervention and their power relations

Purpose:

- Used to show the key institutions and individuals in a community
- Shows the relationships between them
- Shows their importance in the decision making process

- Used in conjunction with stakeholder analysis as a means of cross-checking

Requirements:

- pen and paper
- string
- scissors

Suggested approach:

- Explain the purpose of the tool to the group
- In a group meeting ask the participants to identify important institutions and individuals
- Ask the group to cut out circles of paper to represent each of these institutions and individuals. The larger the circle the more important the stakeholder or the more contact the group has with them
- Make sure each of the circles is labeled with the name of the institution or individual
- The group identifies the degree of contact and overlap between each circle in terms of decision making. Overlap occurs if one individual or institution asks or tells another to do something or if they have to co-operate in some way. Arrange the circles as follows:
 - separate circles = no contact
 - touching circles = information passes between institutions
 - small overlap = some co-operation in decision making, or one party has to obey the other to some extent
 - large overlap = considerable co-operation in decision making, or one party has to obey the other
- First draw the diagram in pencil so that the size of the circles can be adjusted until the representation is accurate
- Record the final result permanently
- Cross-check information to validate it

Note: Be aware of political alliances which may influence opinion over who is 'important'

14. 24 Hour Analysis

Definition:

A tool to outline the average day for different members of the community to investigate the impact of gender on local livelihoods

Purpose:

- Provides an insight into local realities

...groups that experience similar activities to develop a sense of unity
 ...of different people in the community, the problems they face and the
 ...their needs
 ...the amount of time that people are spending on a) domestic activities;
 ...; c) political and decision making roles; d) leisure activities etc.
 ...actions to be planned for suitable times of day, when the target group
 ...able to participate in meetings
 ...ful for monitoring and evaluating change

...pen
 ...materials

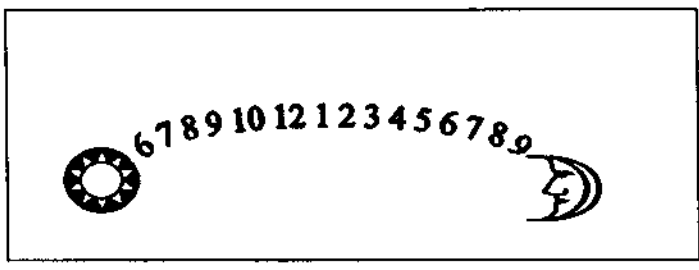
Approach:

...the purpose of the task to the focus group and ensure that the task is flexible
 ...to suit the individual group

...remember you may need to do the same analysis with more than one focus group

...encourage people to produce an individual profile of their day or a profile of their day
 ...each focus group. Some possible structures are given below but these are only
 ...questions:

	activity
0700	
0800	
0900	
1000	
etc.	



- Look at the drawings and identify the different roles of people in the community
- It may be appropriate to bring the focus groups together to discuss and challenge misconceptions and stereotypes

Note:

- Cultural norms can not be transformed in a day. Remember to move with peoples own agenda - what do they want to change?
- Addressing diversity and disadvantage may be difficult and may be seen as confrontational - consider using indirect approaches

15. Gender Analysis Matrix

Definition:

A tool to investigate the impact of proposed management planning. It enables development workers to take account of the variation in realities, strengths, needs and opinions of different people.

Purpose:

- In the early stages of a project to establish a common understanding of disadvantage, equity and rights
- To analyze the impact of proposed management planning on people of different gender, and so to actively consider the impact of community forestry on women.
- Enables a diverse range of stakeholders to articulate a full range of expectations and perspectives concerning community forestry. Over time this should create more equitable decisions and actions
- To look at community forestry impacts during monitoring and evaluation reviews.

Requirements:

- pen and paper

Suggested approach:

- Hold meetings with similar social groups (e.g., young women, young men, old women etc.)
- Encourage each group to complete each category of the matrix below, by taking each level e.g., labor, time etc. and describing the potential change or impact of community forestry

		categories of analysis			
		Labor	Time	Resources	Cultural factors
levels of analysis	Women				
	Men				
	Household				
	Community				

Explanatory notes:

- **Labor:** changes due to having a community forest
 - tasks, e.g., fetching water, is it harder / easier, does it require more or less labor
 - level of skill required, i.e., will they need to be more skilled because of the community forest
 - labor capacity, e.g., can the community provide the number of people and amount of work needed for the community forest
- **Time:** changes in the time taken for different tasks due to the impact of community forestry

changes in access to capital (e.g., income, land, credit) and control over resources as a consequence of the project
Factors: changes in social roles or status as a result of community forestry

Insight into individual or group decision making and the reasons for it.

Information of information on preferences and choices

Classification of criteria used to select certain items or activities

Classification of needs and priorities

Materials

and paper or symbols

of dried beans or stones

Approach:

Make one of the participants to draw a picture to be a symbol for each of the categories identified for discussion e.g., illegal activity, lack of timber etc.

Discuss with the participants to ensure that these pictures are easily recognised by both literate and illiterate people and relate to the issues identified.

Draw each of these pictures on a piece of paper and lay them on a table.

- Supply each of the participants with a pile of small dried beans or stones.
- Ask them to pile beans on top of the pictures according to which they think is the most important issue (more beans) and which the least (fewer beans).
- Count the number of beans on each picture, or make a relative comparison
- Rank the results, the one with the most beans is the most important issue and the one with the fewest is the least important.

17. Problem Tree

Definition:

A flow diagram used to identify causes and effects of key issues or decisions

Purpose:

- Used after problem identification to view issues in their wider context.
- Clarification that the issue being discussed is the real problem and not just part of a different problem

Requirements:

- pen and paper
- sticky notes

Suggested Approach:

- Explain the purpose of the tool to the participants.
- Start with a key issue or problem that has already been identified.
- The group draws the trunk of a tree on a flipchart and labels this with the issue under consideration
- *Group discussion* is used to determine the different causes of the problem - write these on sticky notes and put these on the tree as roots.
- Ask the question "What causes that" until the root cause is identified
- Using group discussion determine the different effects of the problem. Write these on sticky notes and attach these to the tree as branches.
- Try to identify links between issues by joining branches together.
- Using a new tree diagram, re-word each problem, cause and effect into an objective to tackle the issue e.g., "outsiders cutting wood" becomes "control illegal wood cutting activities".
- In this way the problem tree becomes a strategy tree for dealing with the issues.

Forest inventory field sheet - forest structure analysis

Date	
Inventory team	
Block	
Name of forest	
GPS point	

Sampling plot number: _____

	Percent cover classes			
	0 - 25%	26 - 50 %	51 - 75%	76 - 100%
Tree crown cover				
Bush crown cover				
Regeneration				
Grass				

Other forest features	Description
Density of creepers (poor, medium, dense, or very dense)	
Dominant tree species	
Dominant bush species	
Soil condition	
Slope (%)	
Forest age (years)	

plots

NTRP (parks, mushrooms, etc)	Utilization	Other

Community Forestry Sub-Decree

by the Council of Ministers 3/11/2003

KINGDOM OF CAMBODIA
NATION RELIGION KING

CAMBODIA
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SUB-DECREE **ON** **COMMUNITY FORESTRY MANAGEMENT**

The Royal Government of Cambodia

in the Constitution of the Kingdom of Cambodia;
in the Royal Decree on Formation of the Royal Government of Cambodia,
issued by Kram NS/RKT/1198/72 dated 30 Nov. 1998;
in the Law on Organization and Functioning of the Council of Ministers,
issued by Kram 02/NS/94 dated 20 July 1994;
in the Law on Establishment of the Ministry of Agriculture, Forestry and
Fishery, promulgated by Kram NS/RKM/0196/13 dated 24 Jan. 1996;
in the Royal Decree on the Establishment and Demarcation of Protected Area,
issued on November, 1993;
in the Law on Environment Protection and Natural Resources Management,
issued by Kram NS/KRM/1296/36 dated 24 December 1996;
in the Land Law, promulgated by Kram NS/RKM/0801/14 dated 30 August
1992;
in the Forestry Law, promulgated by Kram NS/RKM/0802/016 dated 31
August, 2002;
in accordance with the approval of the Council of Ministers at its plenary session on 17/10/2003

Hereby Decides

CHAPTER 1 **GENERAL PROVISIONS**

Article 1:

This Sub-Decree aims at determining rules for the establishment, management and use of community forests throughout the Kingdom of Cambodia.

Article 2:

The objectives of this Sub-Decree include the following:

- To implement the Forestry Law and other legislation regarding Local Community management of forest resources;

- To define the rights, roles and duties of the Forestry Administration Responsible Authorities, CF Communities (Editors note: see Article 5, definition #11) and other stakeholders involved in Community Forestry management;
- To establish procedures to enable Communities to manage, use and benefit from forest resources, to preserve their culture, tradition and improve their livelihoods;
- To ensure user rights for a CF Community under a Community Forest Agreement;
- To support the Royal Government of Cambodia's policies of poverty alleviation and decentralization;
- To provide an effective means for a CF Community to participate in the reforestation, rehabilitation and conservation of natural resources, forest and wildlife.
- To enable citizens to understand clearly and recognize the benefit and importance of forest resources through the direct involvement in forest resources management and protection; and
- To provide a legal framework to assist Cambodian citizens, living in rural areas, in establishing CF Communities to contribute in the sustainable management of forest resources.

Article 3:

Community Forest is state public property.

Forestry Administration has the rights to give official recognition of the demarcation of each community forest boundary.

Article 4:

Power in leading and managing a CF Community is gained through the election of community members.

Article 5:

Useful terminologies that are legally binding within this Sub-Decree are defined as follows:

1. **Sustainable Use** is the use of forest resources in a way that will ensure the availability of that resource for future generations.
2. **Customary Use** is the use of forest resources by local communities in a sustainable manner for subsistence purposes as described in Article 40 of the Forestry Law.
3. **Community Forest Agreement** is a written agreement between a CF Community and Forestry Administration Cantonment Chief that grants and protects the CF Community's rights within any specific area to access, use, manage, protect and benefit from forest resources in a sustainable manner.
4. **Community Forestry Management Committee By-Laws** are rules passed by the Community Forestry Management Committee on the internal operation of the Community Forestry Management Committee, including such things as quorum requirements, term and number of committee members and method for electing the Community Forestry Management Committee, etc.
5. **Community Forest Management Plan** is a document prepared by a CF Community with approval by Forestry Administration following the Environmental and Social Impact

...the procedure, regulation and measure related to sustainable use of the Community Forest.

...the forest plantation of a Community or State forest, where the local Community living in or near the forest to manage and utilize the forest in a sustainable manner between the Forestry Administration and a local community.

...Administration is the Government Authority of all levels with the competence to implement the National Forest Policy and implement in accordance with the Forestry Law.

...Forestry Regulations are rules passed by the Community Forestry Management Committee on the use and management of the Community Forest, including the Community Forest Management Plan, including such things as rights and duties for Community members and secondary users, user fees, benefit sharing requirements, fines for violations, etc.

...Community is a group of residents in one or more villages in the Kingdom of Cambodia with a common social, cultural, traditional and economic interest and use the forest resources in an area, where they live in or near, in a sustainable way for their economic and livelihood improvement purposes.

...Community is the minority ethnic community or a group of local residents with settlement in one or more villages, where they live in or near state forest with their own tradition, custom, religious belief, culture and subsistence depending on the harvest of forest and non-forest products and the basic use of those forest resources.

...Community Forestry Community (CF Community) is a Community that voluntarily forms to form a group under a Community Forest Agreement in order to conduct development activities and use forest resources in a sustainable manner within a Community Forest in compliance with the provisions of the Forestry Law.

...Relevant Institution is the government entity that supports and facilitates or gives contributions, but has no duty to make decisions on Community Forest Agreements or Community Forest Management Plans with a CF Community, and has no duty to carry out monitoring and evaluation activities.

13. Sustainable Harvest Rates are the amount of forest resources to be harvested by a Community within a specified period, set by the Community Forestry Management Committee and approved by the Forestry Administration, which are based on the concept of sustainable use.
14. Secondary Users are individuals who are not party to a Community Forest Agreement, but can access and use the Community Forest consistent with the Community Forest Management Plan and the Community Forestry Regulations.

CHAPTER 2 ESTABLISHMENT OF COMMUNITY FORESTRY

Article 6:

A CF Community can be initiated and established by local communities or the Forestry Administration. In order to establish a CF Community, the local communities shall submit a written request to the Forestry Administration.

Article 7:

The local Forestry Administration shall assess and analyze the requirements and problems faced by the Local Communities that requested to establish a CF Community with the involvement of local authorities or Commune Councils.

Article 8:

After the requirement and problem faced assessment and analysis and with the approval from the Forestry Administration, the local communities in the area shall be involved in the formation of the Community Forestry Management Committee, with the facilitation by local authorities or the Commune Councils.

**CHAPTER 3
ROLES, DUTIES AND RIGHTS OF CF COMMUNITY**

Article 9:

Khmer citizens of either sex, who wants to be member of a CF Community, shall meet the following conditions:

- Living within the community as defined in point 9 in Article 5 of this sub-decree; and
- The Khmer nationality with the age of 18 years up. An individual may only be a member of one CF Community.

Article 10:

Roles and duties of CF Community members are as follows:

- Follow the instruction of the Forestry Administration and MAFF;
- Participate in developing and implementing Community Forestry Regulations, Community Forest Agreement and Community Forest Management Plan in compliance with Prakas of MAFF;
- Participate in forest resources management in compliance with Community Forestry Regulation, Community Forest Management Plan and other legislation related to forestry sector;
- Participate in sharing benefits from the community forest;
- Participate in monitoring the use of community forest resources by secondary users; and
- Participate in conserving, protecting and planting the forest to ensure the sustainability of forest resources and environment.

Article 11:

The User Rights of CF Community members include:

- Customary User Rights prescribed in Article 40 of the Forestry Law.
- The rights to barter, process, transport and sell NTFPs as described in Article 40(B) in point 5 of the Forestry Law.
- CF Community may continue to practice traditional swidden agriculture during specific periods of time as determined in the Community Forest Management Plan, as authorized in Article 37 of the Forestry Law.

...visions which impact CF Community rights.

...for a Community Forest Agreement within a specific area
...sustainable use of forest resources.

...Community Forest Agreement may harvest, process, transport and
...NTFPs in accordance with the following conditions:

...products for selling or bartering shall not be allowed within the
...of approval of the Community Forest Management Plan. If the
...Forestry has been operating with a Community Forest Management
...to the passage of this Sub-Decree, then the moratorium on harvesting
...products shall be considered from the date of approval on that Community
...Management Plan;

...of any required royalties or premiums on forest products and NTFPs as
...in Article 55 of Forestry Law; and

...and conditions in an approved Community Forest Management Plan.

...on the Community Forest Agreement, a CF Community has the rights to plant,
...harvest forest products and NTFPs and sell tree species as approved in a
...Community Forest Management Plan.

...shall be required for any activities of a CF Community within a Community
...under the terms and conditions of approved Community Forest Management Plan and
...Forest Agreement;

...or premiums shall be required for any customary user rights of a CF
...under the terms and conditions of an approved Community Forest Management Plan
...Community Forest Agreement.

...and Premiums should be set after consultation with a CF Community in order
...support Community development, equitable benefit sharing, and poverty alleviation.

Article 14:

Secondary users may have the rights to access and use a Community Forest consistent with Community Forest Management Plans and Community Forestry Regulations.

Article 15:

Communities may not:

- Use the Community Forest in the form of a concession;
- Sell and transfer their rights granted in a Community Forest Agreement to a third party; and
- Harvest forest products and NTFPs greater than the terms and conditions of the Community Forest Management Plan.

CHAPTER 4 COMMUNITY FORESTRY MANAGEMENT COMMITTEE

Article 16:

Each CF Community shall be led by a committee called the "Community Forestry Management Committee".

Article 17:

The Community Forestry Management Committee's members shall be selected from the CF Community's Members through secret ballot during a free, fair and just election by at least 2/3 of the members of the CF Community during a public meeting.

A candidate who has won the most ballots shall be nominated as head of the Community Forestry Management Committee and the candidate who won the second most ballots shall be nominated as deputy head of the Community Forestry Management Committee.

The local authority or commune councils and Forestry Administration Cantonment shall be invited to observe the election. If the local authority, commune councils and/or Forestry Administration Cantonment are absent, the results of the election shall be officially recognized.

Article 18:

The Community Forestry Management Committee's members shall be made up of an odd number from five (05) to eleven (11) consistent with the advice of the Forestry Administration and shall encourage the participation of women in the Community Forestry Management Committee.

Article 19:

Khmer citizens of either sex who have the rights and intention to be a member of a Community Forestry Management Committee, shall meet the following conditions:

- Member of the CF Community of his/her own; and
- The Khmer nationality from birth.

Article 20:

The Community Forestry Management Committee has a term of five (05) years and the expiration is considered when the newly elected Community Forestry Management Committee comes into the office.

Article 21:

The Community Forestry Management Committee shall have the following roles and duties:

- Prepare and adopt Community Forestry Regulation with the involvement of the CF Community's members and facilitation from local authorities and the Commune Councils;
- Prepare and adopt Community Forestry Management Committee by-laws with the involvement of the CF Community's members and facilitation from local authorities or the Commune Councils;
- Prepare a draft of the Community Forest Agreement with the involvement of the CF Community's members and with technical assistance from the Forestry

- Obtain Cantonment upon request;**
- Obtain assistance with the terms and conditions in the Community Forestry Management Plan, Community Forestry Management Committee by-laws and other regulations;**
- Obtain financial and technical support from Forestry Administration, relevant departments and other donors to implement the CF Community's operation;**
- Assist the CF Community in any negotiations and resolution of disputes that may arise;**
- Open a bank account and manage CF Community finances in a transparent manner and with responsibility;**
- Make decisions on Community Forestry development with the participation of the majority of CF Community members in compliance with the Community Forestry Regulations, Community Forest Agreement and the Community Forest Management Plan;**
- Participate in the consultation to prepare regulations related to or benefiting CF Community members;**
- Report and inform immediately about any forestry offense occurring within a Community Forest area to the nearest Forestry Administration official;**
- Conserve and protect wildlife within the Community Forest; and**
- Perform other functions as necessary consistent with the advice of the Forestry Administration.**

Article 22:

An application to the Forestry Administration Cantonment to approve a Community Forest Agreement shall only be submitted by a Community Forestry Management Committee.

A Community Forestry Management Committee may request technical assistance to prepare the draft Community Forest Agreement from the Forestry Administration Cantonment, or individuals with skill in Community Forestry management.

CHAPTER 5 INSTITUTIONS AND RESPONSIBLE AUTHORITIES

Article 23:

The Ministry of Agriculture, Forestry and Fisheries shall have general jurisdiction over Community Forestry Management and the roles and duties as follows:

- **Act as the lead authority over Community Forestry;**
- **Issue Prakas to recognize and terminate the area requested for establishing Community Forest by the Forestry Administration;**
- **Issue Prakas on the guidelines for Community Forestry, the format of Community Forestry Regulations, Community Forestry Management Committee By-laws, Community Forest Agreements and Community Forest Management Plans through the consultation process;**
- **Coordinate with government institutions and relevant parties on the implementation and development of Community Forestry management; and**

- Facilitate CF Community's conflict resolution.

Article 24:

The Forestry Administration shall have the following roles and duties:

- Assess and demarcate forest area for establishing Community Forest;
- Make decision to recognize, reject and terminate CF Communities;
- Revise and approve Community Forest Agreement with a CF Community through the Forestry Administration Cantonment Chief;
- Review and approve Community Forest Management Plans;
- Develop guidelines related to Community Forestry management that are required by Prakas of MAFF;
- Monitor and evaluate the Community Forestry process;
- Assist CF Communities in conserving spirit forest and religious forest;
- Coordinate with government institutions and stakeholders on the establishment and implementation of Community Forest Agreements;
- Facilitate the resolution of conflict upon request by a CF Community;
- Establish and manage Community Forestry Central Registry and map of Community Forest;
- Provide technical support to CF Communities;
- Promote training to local Forestry Administration and CF Communities to effectively implement Community Forestry activity and enforce this Sub-Decree;
- Provide any information and documentation related to Community Forestry activity at the request of a CF Community; and
- Enforce the implementation of legislation, including Community Forestry regulations, Community Forestry Management Committee by-laws, Community Forest Agreement and Community Forest Management Plan.

CHAPTER 6 COMMUNITY FOREST AGREEMENT

Article 25:

Community Forest Agreement shall be attached with:

- A list of CF Community members and Community Forestry Management Committee members;
- The Community Forestry Management Committee By-Laws and Community Forestry Regulations;
- Statement on the objective of establishment and the objective of management of forest resources with the certification of the sustainable management of forest resources;
- Inventory list of important forest resources in the area, outlined in Community Forest Agreement; and

...ments if necessary.

... Agreement shall be announced at least 30 days in public places,
... commune councils, district governors and provincial governors before submitting
... Community Forest Agreement to Forestry Administration Cantonment for review and

... covered during the announcement period, the commune councils,
... and provincial governors shall help facilitate the Community Forestry
... committee to resolve the conflict or modify the draft Community Forest Agreement
... of the CF Community Management Committee.

... procedures for Community Forest Agreements shall be determined by Prakas
... for Community Forestry of Minister of MAFF

... Forest Agreements shall be in effect not more than a period of fifteen (15)
... date of approval by the Forestry Administration Cantonment Chief.

... to the expiration of the Community Forest Agreement, the Community
... Management Committee shall submit a written request to the Forestry Administration
... Chief to renew the Community Forest Agreement for an additional fifteen (15) year

... for renewal shall be approved through the notice of the Forestry
... Cantonment within 30 days prior to the expiration date of the Community Forest
... The Forestry Administration Cantonment may terminate the Community Forest
... or reject the request for renewal when the Cantonment Chief of Forestry
... sends a written finding to the Community Forestry Management Committee,
... monitoring and evaluation reports, with participation of the Community Forestry
... Management Committee, certifying the reasons and evidence that the previous community forest
... management process is not in compliance with the Community Forest Agreement and
... Community Forest Management Plan.

**If the Forestry Administration Cantonment does not give the notice on the request to
renew the Community Forest Agreement within thirty (30) days prior to the expiration date, the
Community Forest Agreement shall be renewed automatically.**

Article 28:

The Community Forest Agreements may be terminated prior to the expiration date based
on one or more conditions as follows:

1. Written agreement between all parties;
2. Agreement among Community Forestry Management Committee and at least 2/3 of
the CF Community members;
3. Noncompliance with, or serious violation of, the terms and conditions in the
Community Forest Agreement and other provisions that causes the non-sustainable
use of forest resources.
4. An understanding of the Royal Government of Cambodia that there is another
purpose which provides a higher social and public benefit to the Kingdom of
Cambodia.

If the Royal Government of Cambodia terminates a Community Forest Agreement for

another purpose that provides a higher social and public benefit to the Kingdom of Cambodia, then the Forestry Administration Cantonment shall give the Community Forestry Management Committee a written notice six (06) months prior to termination by certifying the reasons of termination. Within this period, the Forestry Administration Cantonment Chief shall discuss and negotiate with the Community Forestry Management Committee to determine the fair policy for the Community's loss.

CHAPTER 7 COMMUNITY FOREST MANAGEMENT PLAN

Article 29 :

After the approval of the Community Forest Agreement, the Community Forestry Management Committee shall prepare a Community Forest Management Plan with participation of the CF Community members in compliance with procedures in the Community Forestry Management Committee By-laws;

A Community Forestry Management Committee may request technical assistance to develop the Community Forest Management Plan from the Forestry Administration, institutions or individuals with skill in Community Forest management.

The Community Forestry Management Committee shall submit the Community Forest Management Plan to the Forestry Administration Chief for review and approval through the Forestry Administration Cantonment.

Preparation procedures for Community Forest Management Plans shall be determined by Prakas on guidelines for Community Forestry of Minister of MAFF

Article 30:

Community Forest Management Plan shall be in effect throughout the duration of the Community Forest Agreement.

The Community Forest Management Plan shall be reviewed by the Forestry Administration every 5 years or earlier if necessary; monitoring and evaluation of the Community Forest Management Plan shall include participation of representatives from the Community Forestry Management Committee.

The Forestry Administration may require the Community Forestry Management Committee to modify the Community Forest Management Plan consistent with the provisions of the law and forest management code of practice of Cambodia to ensure the sustainability of Community Forest.

CHAPTER 8 FINANCIAL SOURCES FOR COMMUNITY FORESTRY

Article 31:

The Forestry Administration may use the national forest development budget to support the development process of Community Forestry consistent with provision prescribed in Article 62, 63 and 64 of the Forestry Law.

Community Forestry Management Committee can seek direct financial sources to support the development process of Community Forestry from charity people, national and international organizations.

**CHAPTER 9
OFFENSE**

provisions of this Sub-Decree shall be prosecuted

**CHAPTER 10
FINAL PROVISIONS**

if this Sub-decree shall be considered as null and void.

of the Council of Ministers, the Minister of Ministry of
and Fisheries, the Minister of Ministry of Economy and Finance, the
of Interior, all Ministers and State Secretaries of Ministries and institutions
of provincial cities shall be responsible for the implementation of this
ly from the date of signature.

_____, 2003

Palace;
Constitution Councils
of Senate;
of National Assembly;
of Royal Government;
Minister;
Article 48;

nal translation was completed with assistance from GTZ's Cambodian-German
Project.