



HARIYO BAN PROGRAM

Training Needs Assessment and Training Strategy

February 2013



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Published by

WWF Nepal, Hariyo Ban Program

This publication is also available in www.wwfnepal.org/publications

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This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Samuhik Abhiyan and do not necessarily reflect the views of WWF Nepal, USAID or the United States Government.

Publication Services

Editing: Andrew Steel

Design and Layout: Digiscan Pre-press Pvt. Ltd.

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Acronyms/Abbreviations/Glossary

ACOFUN	Association of Collaborative Forest Users Nepal
Adhibasi	<i>Adhibasi</i> is an umbrella term for a heterogeneous set of ethnic and tribal groups claimed to be the aboriginal population of Nepal
CAPA	Community Adaptation Plan of Action
CARE	Cooperative for Assistance and Relief Everywhere
CITES	The Convention on International Trade in Endangered Species of Fauna and Flora
dalit	<i>Dalit</i> is a designation for a group of people traditionally regarded as untouchable. <i>Dalits</i> are a mixed population, consisting of numerous social groups from all over South Asia; they speak a variety of languages and practice a multitude of religions.
DDC	District Development Committee (district level local government body)
DANIDA	Danish International Development Agency
DfID	Department for International Development (UK government)
FECOFUN	Federation of Community Forest Users in Nepal
FPIC	Free, prior and informed consent
GIS	Geographic Information System
GPS	Global Positioning System
janajati	<i>Janajatis</i> are people indigenous to Nepal (a similar term to <i>adhibasi</i> but more commonly used)
LAPA	Local Adaption Plan of Action
Madheshi	A person from the <i>Madhesh</i> – Nepal’s southern plains region in the Outer Terai
MRV	Measurement, Reporting and Verification
NAPA	National Adaptation Plan of Action
NGO	Non-governmental Organization
NTFP	Non-Timber Forest Products
NTNC	National Trust for Nature Conservation
PES	Payment for Environmental Services
RECOFTC	The Center for People and Forests
REDD	Reducing Emissions from Deforestation and Forest Degradation
REDD+	Reducing Emissions from Deforestation and Forest Degradation, “plus” conservation: the sustainable management of forests and enhancement of forest carbon stocks
REL	Reference Emissions Level
UNDP	United Nations Development Program
VDC	Village Development Committee (the lowest level local government body)
WWF	World Wildlife Fund

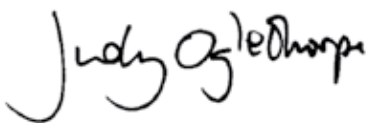
Acknowledgements

In the Hariyo Ban Program capacity building is integral to all three thematic components – biodiversity, sustainable landscapes and climate adaptation – as well as the three cross cutting components (livelihoods, governance, and gender and social inclusion). In order to achieve its objectives and promote sustainability, Hariyo Ban aims to build the capacity of priority beneficiaries and stakeholders as needed, at different levels from local to national. We will do this for both technical and operational aspects, through training, orientation, mobilization, and strengthening of management systems for program implementation. Training support is an indispensable part of capacity building, to optimize the efficiency and effectiveness of the planned activities. In order to develop a plan for our overall capacity building, the Hariyo Ban Program conducted a training needs assessment that identified priority training needs and recommended a training strategy, along with suggested training packages to meet needs and gaps in the thematic and cross-cutting components.

We would like to thank the assessment team leader Mr. Basu Dev Neupane and other team members Anju Upadhyaya, Bishnu Hari Poudyal, and Bed Sapkota, for their hard work in collecting the field data, undertaking the analysis, and drafting the training needs assessment and training strategy. I would also like to thank the two landscape teams, the Hariyo Ban consortium partners – WWF, CARE, FECOFUN and NTNC, and the Hariyo Ban core team who made very valuable contributions in the field and in Kathmandu. In particular, thanks go to Dr. Sunil Kumar Regmi for coordinating and supporting the consultancy from the core team.

The inputs, support and cooperation from government representatives, development partners, local bodies, the media, key informants, and local community groups were very important, and I am grateful to all individuals and organizations who contributed. We would like to thank officials from the Ministry of Forests and Soil Conservation, the Ministry of Agriculture, the Ministry of Science, Technology and Environment, the REDD Forestry and Climate Change Cell, the Department of Forests, the Department of Soil Conservation and the Department of National Parks and Wildlife Conservation who made themselves readily available and provided inputs. We hope that this report reflects their views and suggestions on training needs, delivery mechanisms, and strategic direction. We are very grateful to the United States Agency for International Development for its support of Hariyo Ban, including this report.

Finally, I hope that this training needs assessment and strategy report will significantly contribute to addressing the knowledge and skills needs of communities, Government and civil society for conserving biodiversity and addressing adverse impacts of climate change in Nepal. Feedback on this report is welcome.



Judy Oglethorpe
Chief of Party

Executive Summary

This training needs assessment carried out for the Hariyo Ban Program by Samuhik Abhiyan was broad in scope and aimed to identify training needs at the central, landscape/district and local levels. Needs assessment was carried out in five of the nineteen program districts and in five of the 35 VDCs where the program is active. In total, the team interviewed 184 respondents ranging from senior government officials at the central-level, to representatives of Community Forest User Groups, Buffer Zone Management Committees, and other community groups and cooperatives at the local level.

Existing Knowledge, Skills and Practices

The Ministry of Forests and Soil Conservation runs and coordinates a number of forestry related training courses through its network of regional training centers. Although the variety of training offered by the regional training centers is fairly wide, topics such as the identification and documentation of biodiversity, forest conservation, and scientific forest management are not covered. Similarly, training on emerging topics such as climate change adaptation and REDD+¹ is not currently available.

Despite the lack of available training, the research team found that the majority of stakeholders at the central and district-levels had at least some understanding of the basic concepts of biodiversity, climate change adaptation, REDD+, payments for ecosystem services, and sustainable landscape management. The majority of central-level policy makers and local level forestry and agriculture professionals had, in addition, a more in-depth knowledge of the principles and practices of biodiversity conservation. Due in part to the relative newness of the topic, there remain significant knowledge gaps regarding the implementation of REDD+ initiatives. The survey also revealed that the majority of respondents have only a very basic understanding of climate change. Although the Ministry of Forests and Soil Conservation has developed the Gender and Social Equity Strategy 2008 (2065 BS) and articulated its Gender Vision, related training packages have yet to be developed and rolled out to stakeholders. The gender awareness and analysis training that has been carried out appears to have had little impact.

Major Capacity Gaps

A study of the biodiversity training currently on offer revealed that it is not explicitly linked to other current issues such as climate change. Similarly, the team found no link between biodiversity registration processes and the livelihood issues of the poor, vulnerable and socially excluded. Creating genuine links between conservation efforts and sustainable livelihood initiatives remains a challenge, particularly in the area of climate change impact reduction. Capacity building initiatives for improving livestock diversity do not seem to be a priority for service providers, due in part to a dearth of demand. There are similarly few initiatives that focus on biodiversity profiling or the study of the alternative plant varieties that may be important for climate change adaptation and mitigation. The skills and knowledge needed to establish and manage seed and gene banks, and to manage biodiversity resource centers for the agriculture, forestry, and livestock sectors, are also in short supply. In addition, there is a shortage of appropriately skilled individuals able to ensure that information about national level adaptation initiatives are disseminated to stakeholders at regional and local levels.

¹ REDD+: Reducing Emissions from Deforestation and Forest Degradation, "plus" conservation: the sustainable management of forests and enhancement of forest carbon stocks.

The needs assessment team also discovered other gaps. The staff of training institutes often lack sufficient training themselves, and lack a clear understanding of sustainable landscape management. In addition, the scientific, technical, economic, and socio-environmental aspects of REDD+ are poorly understood at the district and community levels. Similarly, stakeholders lack clarity about the technical and social dimensions of climate change and likely climate change related impacts. There is also a need for service providers and community groups to develop adaptation planning skills. Even at central-level government, Hariyo Ban stakeholders are poorly informed about the selection and application of climate change adaptation techniques and the integration of adaptation initiatives into mainstream development plans.

Knowledge and skills gaps also exist in local bodies, which currently lack the capacity to prepare and implement local climate change adaptation plans of action. Similarly, many local bodies are not sufficiently aware of provisions made in national level climate change related policies, strategies and guidelines including the National Adaptation Plan of Action. Local level media organizations also lack clarity about climate change and its causes which has an impact on the messages they communicate. Capacity gaps at the community level are preventing recently developed community based vulnerability assessment techniques from being applied effectively.

Many stakeholders also lack the capacity to integrate Gender and Social Inclusion issues into program implementation, monitoring and evaluation. The capacity of stakeholders to identify and address issues of gender based violence at all levels also needs to be built. In addition, monitoring activity often fails to cover the meaningful participation of women, *dalits*, and other excluded groups and their access to finance and markets.

In addition to the skill, knowledge and capacity gaps identified above, the assessment team identified a number of operational gaps in training program management, delivery, monitoring and follow-up.

Training Needs

The majority of respondents at the central-level expressed the need for a more in-depth understanding of the thematic components of the Hariyo Ban Program and the need to keep up-to-date with related international developments. Respondents expressed a need to develop analytical skills for Gender and Social Inclusion initiatives.

The Hariyo Ban consortium emphasized the importance of creating a common understanding of the Program's thematic components and cross cutting issues. The consortium also highlighted the need to develop team work, interpersonal communication skills, negotiation skills, and management skills including account keeping.

Respondents at the district-level identified the need for training on the Program's thematic components and cross-cutting issues. The vast majority of district-level government agencies highlighted the need for technical training on GIS and remote sensing², biodiversity identification and registration, and other related topics. Non-government stakeholders and representatives from partner organizations expressed the need for knowledge and skill development for promoting biodiversity-based income generation, and developing payment for ecosystems services initiatives and Local Adaptation Plans of Action (LAPA).

At the community level, training needs vary from site to site, although almost all respondents requested training programs that build the capacity to of communities to conserve biodiversity by mitigating the effects of climate change.

² A geographic information system (GIS) is a computer-based tool for mapping and analyzing feature events on earth. GIS technology integrates common database operations, such as query and statistical analysis, with maps. Remote sensing is science of making measurements of the earth using sensors on airplanes or satellites. These sensors collect data in the form of images and provide specialized capabilities for manipulating, analyzing, and visualizing those images. Remote sensed imagery is integrated within a GIS.

Central and district-level respondents also highlighted the need to increase the efficiency and effectiveness of participant selection processes, community level training impact assessments, and follow-up support. All of these are vital if training objectives are to be met.

Recommendations

- To ensure sustainability and transfer of learning into action, each training program should come with a set of robust monitoring and follow-up mechanisms;
- To ensure the wide-spread and timely dissemination of information at all levels, the capacity of the Program to leverage broadcast and print media must be developed;
- To ensure better coordination and process facilitation, the Government of Nepal, local bodies and community organizations need to better understand the Program's thematic components and cross-cutting issues;
- To ensure that training curricula are relevant and up-to-date, opportunities should be created for universities, research institutes and training institutions to share their knowledge relating to thematic program components and cross-cutting issues;
- To ensure that training design, training delivery and program implementation is inclusive and gender sensitive/gender responsive, provide capacity development support to all relevant stakeholders including training institutions;
- To ensure that the voices of communities are listened to and their bargaining power enhanced, promote broad-based good governance practices at the institutional level;
- To ensure the promotion of local green enterprises, deliver livelihood-related training programs linked to conservation, climate change, and sustainable forest management interventions;

Recommended Training Packages

- **Biodiversity Conservation:** The training should cover the fundamentals of biodiversity conservation (concepts approaches, importance) and link it to climate change and the socio-economic empowerment of the community. The training should be delivered using the *Train the Trainer* approach.
- **Sustainable Landscapes:** The training should cover the technical and social elements of REDD+ (REDD+ methodology/social and environmental safeguards/taking a carbon inventory/how to set Reference Emission Levels/monitoring, reporting and validation (MRV)/habitat management/how to carry out carbon measurement). The training should be delivered using the *Train the Trainer* approach.
- **Climate Change Adaptation:** The training should cover climate change fundamentals and how to carry out integrated vulnerability assessment and adaptation planning. The training should link topics to biodiversity conservation and sustainable landscape management. The training should be delivered using the *Train the Trainer* approach.
- **Cross-Cutting Issues:** The training should cover the basic concepts of Gender and Social Inclusion along with associated analytical tools. It should also cover Gender and Social Inclusion monitoring, auditing and impact analysis. In addition, the training should cover the setting up of green enterprises for green livelihood promotion, self assessment techniques, governance audits, and documentation skills. The training should be delivered using the *Train the Trainer* approach.
- **Management Development:** The training should cover the following topics: team building; appreciative enquiry; result based monitoring and evaluation; participatory monitoring and evaluation at the organization level; the development and use of communication tools and techniques. The training should be delivered using the *Train the Trainer* approach.
- **Other Training:** Training on media partnerships, audience engagement, and effective communication should also be developed. Exposure/learning visits should be arranged along with a series of travelling seminars on relevant topics.

Given the rapid developments seen in the new sectors of sustainable landscapes and climate change adaptation, and the on-going developments in biodiversity conservation and in the Program's cross-cutting themes, the assessment team recommends that the Hariyo Ban Program Training Strategy is reviewed and (if needed) modified periodically, to ensure that it remains both relevant and effective.



INTRODUCTION

CHAPTER 1

This introductory section lists the overall objectives of this report; the methodological framework used during the assessment; and includes details of sample districts and respondent distribution.

Background and Context

The Hariyo Ban Program is a five-year, USAID funded program with the overall goal of reducing Nepal's vulnerability to climate change, and to counter threats to its biodiversity. The program began operations in August 2011 and is implemented by a consortium of four partners with WWF Nepal leading the consortium alongside CARE Nepal, the National Trust for Nature Conservation, and the Federation of Community Forest User Groups in Nepal. The program aims to reduce threats to biodiversity in target landscapes; build the structure, capacity and operational modality necessary for sustainable landscape management; increase REDD+ readiness; and improve the ability of target communities and ecosystem to adapt to the adverse impacts of climate change. In order to achieve its goal and objectives and to ensure sustainability following the end of the program cycle in 2016, the Program seeks to build the technical and operational capacity of stakeholders at local, district and central-levels by delivering training and providing technical and management support.

The topics of biodiversity conservation and sustainable forest management have dominated natural resource sector training syllabi in recent years. Although some institutions touch on the topic of climate change in their *Environmental Management* and *Disaster Management* training programs, training courses with sustainable landscape management and climate change adaptation as their core content are relatively new – even to members of the consortium. In order to explain to communities how biodiversity conservation and sustainable forest management are linked to climate change adaptation, training must start from the grassroots up. In this context, the Hariyo Ban consortium carried out a study on Training Needs Assessment. The assessment aims to explore stakeholders' knowledge and skill levels in relation to Hariyo Ban thematic components and cross-cutting issues; to examine skill and knowledge gaps; and to generate recommendations for a training strategy.

Sample Groups and Assessment Methodology

The assessment was carried out in five of the 19³ Hariyo Ban Program districts and in five of the 35 program VDCs. Districts were selected in consultation with the Hariyo Ban Program team. The selection process aimed to ensure balanced coverage of each of the two program landscapes and to cover areas with a range of ecological features and geography. The availability of

key stakeholders for district and regional level consultation was also taken into consideration. Districts selected and the number and type of interactions that took place as part of the assessment are shown in Table 1. The distribution of respondents by sector is given in Table 2. A complete list of respondents and participants can be found in Annex 1.

³ Number of program districts at the time of writing

The methodological framework and procedural flow chart used for this assessment can be found in Figure 1 and 2.

FIGURE 1: Methodological framework of the assessment

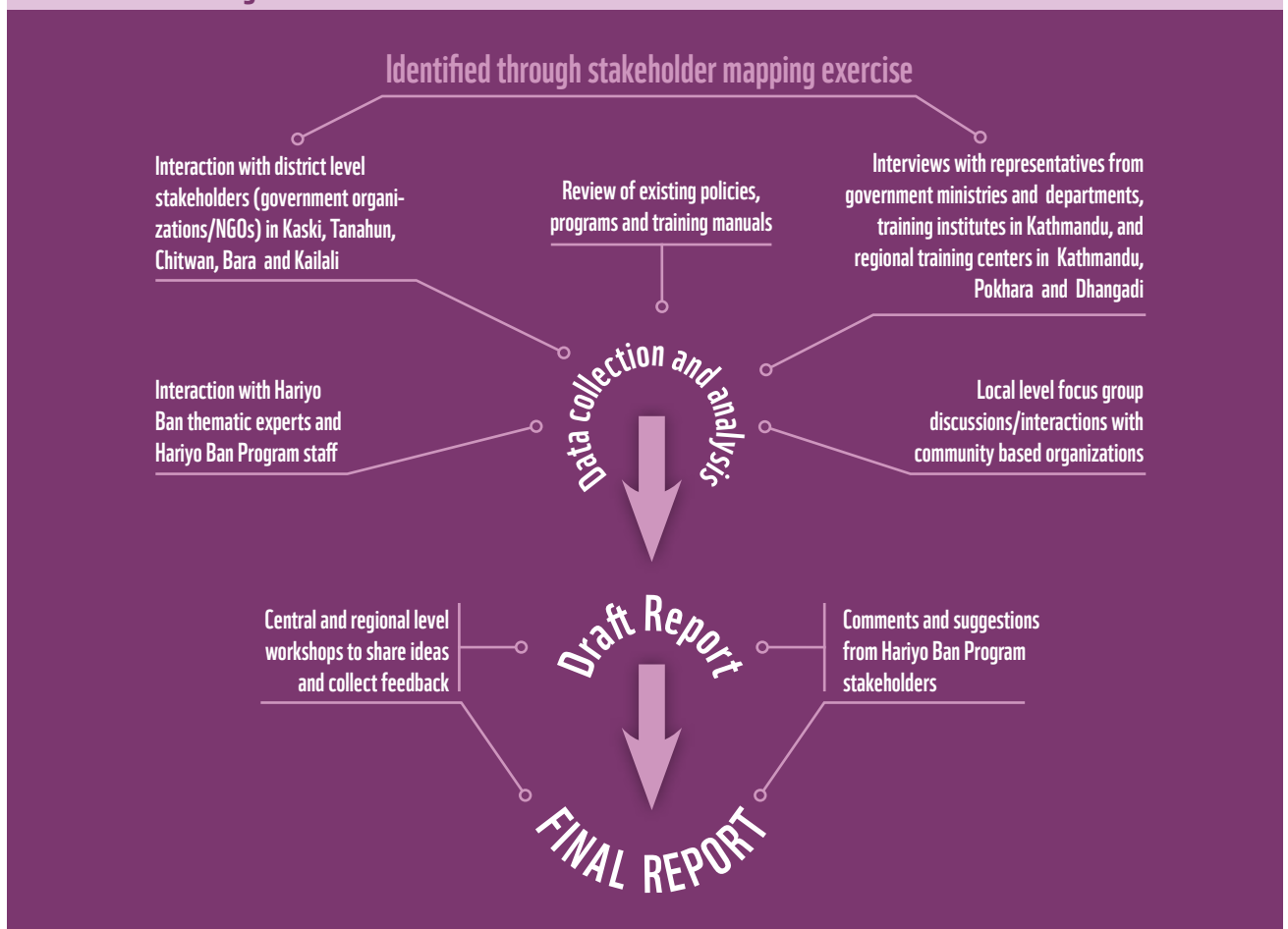
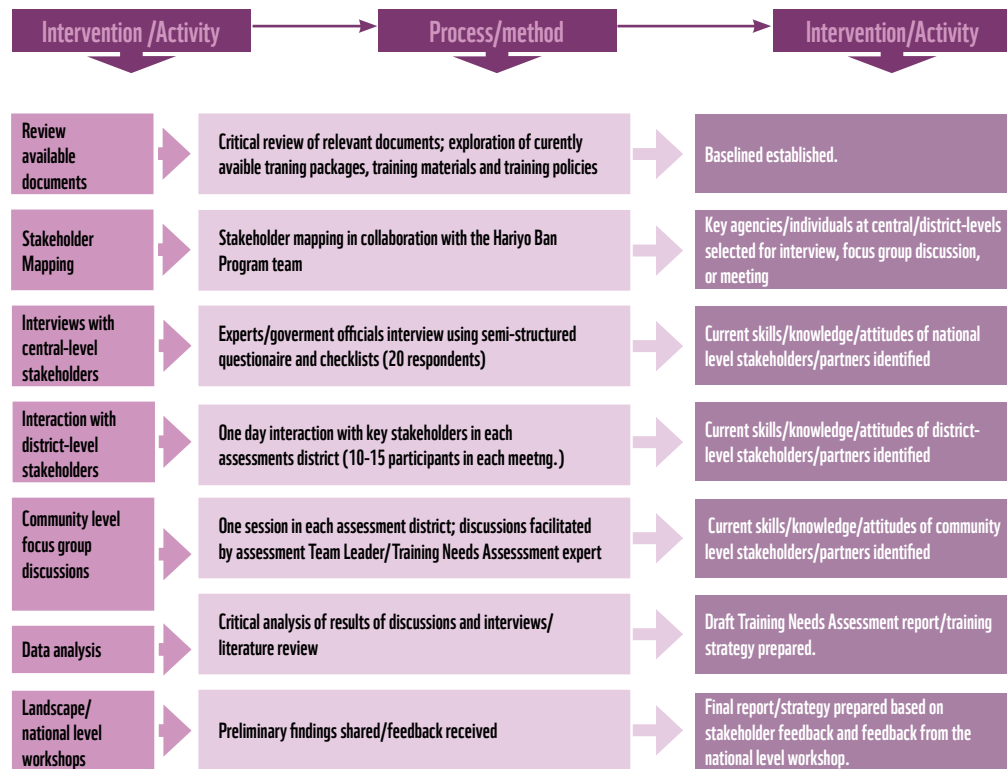


FIGURE 2: Procedural Flow Chart



Limitations of the Assessment

The findings presented in this assessment are based on stakeholder consultations and are substantiated by the results of the analytical desk review. Findings are limited to a review of existing training programs, training strategies, and knowledge/skill gaps.

The broader capacity development needs of stakeholders were not assessed by this study. Although an analysis of the impact of relevant current training programs is touched on by this report, a full-blown training impact assessment is beyond the scope of the study.



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FINDINGS AND ANALYSIS

CHAPTER 2

Current Status/Current Practices

1. Thematic Components – Biodiversity, Climate Change Adaptation and Sustainable Landscapes

The Ministry of Forests and Soil Conservation is one of the Hariyo Ban Program's key government stakeholders. The ministry runs its own capacity building initiatives for its staff, and other agencies/local communities working for the conservation of forests and natural resources. Training activity falls under the ministry's Training and Human Resource Division and is delivered at the central-level Training Section, and at five Regional Training Centers. The Training Section provides training on contemporary issues in natural resource management for senior departmental staff, and the ministry's senior district officers. Regional Training Centers provide training for technical and non-technical staff from District Forest Offices, Soil Conservation Offices, and Protected Area Offices. They also deliver training to other forestry staff working in the five development regions of the country.

The following training packages are available at the five Regional Training Centers: Biodiversity Conservation and Biodiversity Registration; Sustainable Forest Management; the Management and Promotion of Non-timber Forest Products; Setting Up and Running a User Group; Taking a Forest Inventory; Initial

Environment Examination/ Environment Impact Assessment; Gender Equity and Social Inclusion; and Good Governance. The majority of the packages available were designed, developed and delivered by the Training Section with financial and technical support from the Natural Resource Management Sector Assistance Program, a DANIDA funded program that ran from 1998-2005.

Following the critical review of existing training materials, key informant interviews, and Regional Training Center visits, the assessment team discovered that attempts are being made to incorporate sessions on current issues such as climate change into existing curricula. Sessions on climate change basics and the role of forests in mitigating the effects of climate change have been incorporated into existing programs, although the topic of climate change adaptation has not been addressed. In addition, sessions or programs on sustainable landscape management and REDD+ are yet to be developed. The Sustainable Forest Management training delivered by Regional Training Centers provides an introduction to the topic along with sessions on rules, regulations and compliance; less emphasis is given to the registration of biodiversity. The majority of courses available limit their scope to the principles and practice of forest conservation, and forest management.

Training manuals on the promotion and management of Non-timber Forest Products and Community Forest Management are also available; as are training programs focusing on social issues such as conflict management, organizational development, gender and social inclusion, and good governance. Many packages covering the fundamentals of biodiversity also exist, although the topic is not normally linked to climate change or sustainable landscapes. District Forest Offices have recently started offering training to Community Forest User Groups and Leasehold Forest Users Groups based on the thematic components of the Hariyo Ban Program. Training materials were developed by the Ministry of the Environment, Science and Technology, DfID's Livelihoods and Forestry Program, and the REDD Forestry and Climate Change Cell at the Ministry of Forests and Soil Conservation, among others.

Training programs are also organized by other government departments. The Department of Soil Conservation and Watershed Management runs workshops on watershed management for district soil conservation officers and mid-level technicians. Sessions focus on low cost technologies for soil and watershed management, bio-engineering, watershed governance, and on strengthening the role of conservation groups and conservation committees. The Department of National Parks and Wildlife Conservation delivers training for park management staff and relevant local communities on biodiversity conservation, wildlife management, managing conflicts between wildlife and people, and ecotourism. The Department of Plant Resources, despite its limited resources, runs workshops on biodiversity conservation, high-value non-timber forest products, plant breeding, and the sustainable development of plant resources.

The Ministry of Agriculture has also set up regional centers both for livestock and agriculture training. Centers provide training to both Ministry of Agriculture staff and to selected participants from local communities. Most of the training packages on offer focus on livelihood promotion through vegetable farming, goat farming, organic farming, pest and disease control, improved yields, and cattle shed building. A handful of packages also deal with Sloping Agricultural Land Technologies (SALT). Some programs on biodiversity conservation, livestock diversity, and climate change are offered, but the scope of these is limited, and links only to the

activities of the Ministry. Training centers do not offer courses that link climate change impacts to biodiversity conservation.

The Ministry of the Environment has recently prepared a training manual on climate change and environment management. The manual is divided into two modules, one general and the other thematic. The general module covers the basics of climate change and environmental management; it looks at general concepts, global perspectives, national initiatives, causes of climate change and environmental degradation, climate change impacts, and ways of reducing negative impacts. The module also covers climate change adaptation planning and links it to mainstream local development planning. The general module is of three days duration. Six, two-day specific modules have been developed based on the six thematic areas identified by Nepal's National Adaptation Plan of Action (NAPA). The topics are agriculture and food security, forest and biodiversity conservation, energy and water resources, health, urban infrastructure and planning, and climate induced disaster risk reduction. A Trainer workshop for both modules was conducted for selected government and non-government participants; one subsequent national level and three sub-national workshops have also taken place. In addition to drastic downscaling, the modules need to better integrate biodiversity conservation with other aspects of climate change adaptation. Modules must also better address the cross-cutting issues of good governance, gender and social inclusion, and improved livelihoods (*Ministry of the Environment/ADB/SA 2011*).

The Nepal Administrative Staff College has developed a separate climate change adaptation training package⁴, primarily for government staff. The accompanying manual is well designed and logically structured; it is divided into two modules – the first focusing on the environment and the second on climate change. The first module looks at relevant development policies, frameworks, and regulations related to the environment, while the climate change module looks at climate change impacts and responses, vulnerability to climate change, and national/international policies and frameworks.

⁴ Strengthening Capacity for Managing Climate Change and the Environment— Training Manual for Mainstreaming Climate Change and Environmental Management in Government Training Programs at National and Sub-national Levels, Nepal Administrative Staff College/Ministry of the Environment/ADB 2012

The training delivered by the Hariyo Ban Program itself covers the broad themes of biodiversity conservation, sustainable landscapes, and climate change adaptation. It also covers the Program's cross-cutting issues of gender and social inclusion, improved livelihoods, and good governance. Specific topics include leadership skills, REDD+, payment for environmental services, benefit sharing, fire control, vulnerability assessment, adaptation planning, and participatory monitoring and review processes.

WWF Nepal delivers a variety of conservation training to communities and to its support staff. Major training topics include climate change, biodiversity conservation, sustainable landscapes, green tourism, green jobs, sustainable harvesting, cultivation practices, marketing and adding value to non-timber forest products, business development skills, community-based anti-poaching skills, and taking a forest inventory.

CARE Nepal has a long history of training delivery at a variety of levels. Major topics include social mobilization, gender and social inclusion, gender-based violence, economic empowerment, natural resource management, disaster risk management and climate change adaptation.

The Federation of Community Forest Users Nepal (FECOFUN) has been delivering training to forest user group members for many years. Topics covered include community forest management, institutional strengthening and user group management, monitoring and evaluation, good governance, gender and social inclusion, advocacy skills, and the rights of forest users. Training on advocacy skills, user group management, and gender and social inclusion in community forestry are given the most emphasis. The Federation has produced many well-written training manuals/materials on the above topics, which are available to interested trainers and resource persons. Although sessions in some training programs deal with the preparation of user group operational plans, there are no longer courses or specific materials dealing with this topic. In its role as a major consortium partner, and to ensure that it keeps abreast of emerging issues, the Federation has recently developed a set of training materials covering REDD+ and carbon measurement. Although biodiversity conservation is a major responsibility of Community Forest User Groups, the Federation does not currently

offer related training. In addition there are no specific training packages looking at climate change adaptation, although climate changes basics are covered in some existing courses. Many of the trainings carried out by the Federation are run in partnership with other major development programs that have a forestry component. The Federation does not have its own training unit and hires training consultants as and when it needs them. Despite the increase in the number of forest user groups, the number of training events offered by the Federation seems to be decreasing.

The National Trust for Nature Conservation (NTNC) provides a range of training to local communities and user groups on subjects such as agriculture and livestock, gender empowerment, conservation, alternative energy, wildlife monitoring, and minimizing human/wildlife conflict. It also offers basic and career development training for nature guides.

The Tourism for Rural Poverty Alleviation Program – a United National Development Program (UNDP) led project, launched in 2001 under the Department of National Parks and Wildlife Conservation – ran a series of Train the Trainers programs on biodiversity conservation and livelihoods promotion for tourism enterprise development. The training manual produced as a result of this initiative (*Training of Trainers Manual on Ecotourism and Biodiversity Conservation*⁵) is currently available to trainers and resource persons. The manual includes the basics of biodiversity, and tools and techniques for adopting an eco-friendly approach to tourism.

The Western Terai Landscape Conservation Project operates under the Ministry of Forests and Soil Conservation. It works with community forest user groups, national parks, and buffer zone management committees in the western part of the Terai (Nepal's fertile southern plains). The project has developed a training manual for local resource persons,⁶ which covers biodiversity conservation, watershed management, climate change, and the landscape approach to conservation. The training described in the manual runs for 10

⁵ Department National Parks and Wildlife Conservation 2005, available on <http://lib.icimod.org/record/20407>

⁶ Guidelines for Local Resource Persons Mobilization and capacity building manual, WTLCP/SAMUHIK ABHIYAN Nepal

days and also includes sessions on gender and social inclusion, and enterprise development.

ICIMOD, the International Center for Integrated Mountain Development along with the Federation of Community Forest Users Nepal and the Asian Network for Sustainable Agriculture and Bio-Resources have developed a set of guidelines for measuring carbon stocks in community managed forests.⁷ Production of the guidelines was supported by NORAD – the Norwegian aid agency – under the *Piloting REDD+ Projects in Nepal* scheme. The document can be used as a reference guide for carbon measurement activities.

Practical Action Nepal has produced training manuals on community based vulnerability assessment and disaster risk reduction. The tools and methodologies that feature in the vulnerability assessment manual were prepared by Practical Action Nepal in partnership with WWF, the International Union for the Conservation of Nature, the Centre for International Studies and Cooperation, the Ministry of Environment, Science and Technology, and the National Association of VDCs in Nepal. In addition to producing the training manuals and developing tools and techniques, Practical Action Nepal also delivers the training itself.

The Climate Change Network Nepal has produced a training manual for school teachers⁸ on the basics of climate change, its impacts, and global responses. Although the manual is well put together it lacks detail and does not cover any of the Hariyo Ban Program's thematic components in any depth.

Local Initiatives for Biodiversity Research & Development (LI-BIRD) – an NGO based in Pokhara – has delivered numerous workshops to promote agro-biodiversity and climate change adaptation. It has also produced a manual on conservation for practitioners⁹. The manual provides in-depth coverage of the

theory and application of forest gene banks, the in-situ and ex-situ conservation of genetic resources, and the farm-based conservation of agro-biodiversity. It also describes a selection of conservation tools and techniques. This manual is highly relevant to the Hariyo Ban Program's biodiversity conservation component. With the addition of contextual examples and information about contemporary trends in biodiversity conservation, it could prove to be a most effective resource. In addition, the NGO provides training on climate change adaptation and payment for ecosystem services; it also provides technical support for the latter.

Materials from recent grassroots-level capacity development projects in REDD+ include the training guidelines on *Free, Prior and Informed Consent* (FPIC) prepared by RECOFTC (The Center for People and Forests).¹⁰ The guidelines, which focus on the principles and use of FPIC in REDD+ projects and the rights of communities, have been widely used.

The Capacity Building Needs Assessment carried out by Forest Action Nepal for RECOFTC focuses on REDD+ and identifies capacity gaps in implementing agencies. Agencies highlighted include Community Forest User Groups, district-level government and non-government organizations, and national level institutions and facilitators. The report lists a number of key factors vital to the successful implementation of REDD+ initiatives; these include: the institutional capacity to conserve forests whilst ensuring livelihood benefits; a robust carbon tenure framework; a robust policy framework; systems for benefit sharing; appropriate implementation methodologies; systems to ensure stakeholder collaboration; clear monitoring and reporting responsibilities; and market links. Findings indicate that many communities and service providers lack a clear understanding of rights-based natural resource management. In addition a lack of empowerment and poor bargaining/negotiation skills are causing barriers to market. The report highlights that a thorough understanding among stakeholders of the pros and cons of REDD+ is essential if they are to benefit from the mechanism. The need to move from government-centered

⁷ Forest Carbon Stock Measurement: Guidelines for measuring carbon stocks in community-managed forests, ANSAB/FECOFUN/ICIMOD, 2010, (<http://www.forestrynepal.org/images/publications/MeasuringCarbonStocksCF.pdf>)

⁸ Climate Change Training Manual: An Easy Guide for Teachers, CCNN, second edition 2011

⁹ Regmi B., A Subedi, A.R. Adhikari, K.N. Ganeshaiah, R. Uma Shanker, P Shrestha. 2007. In-Situ Conservation of Agro Biodiversity and Forest Genetic Resources: Training Manual for Practitioners, LI-BIRD, Pokhara, Nepal.

¹⁰ NS Paudel, H Ojha and S Rana, 2010; Capacity Building Needs Assessment and Training Strategies for Grassroots REDD+ Stakeholders in Nepal, Forest Action Nepal/ RECOFTC – The Center for People and Forests, Bangkok

service delivery to non-government/private sector-centered delivery for sustainable resource management is also emphasized. The report clearly identifies REDD+ stakeholders in Nepal along with their respective mandates. The list is as follows: the Ministry of Forests and Soil Conservation – REDD Cell, the Federation of Community Forest Users Nepal; The Himalayan Grassroots Women’s Natural Resource Management Association (HIMAWANTI), the Nepal Federation of Indigenous Nationalities (NEFIN), the Dalit Alliance for Natural Resources (DANAR), the Association of District Development Committees in Nepal, the Municipality Association Nepal, the National Association of VDCs in Nepal, The Center for People and Forests, the Livelihoods and Forestry Program, the Nepal Swiss Community Forest Project, the Asia Network for Sustainable Agriculture and Bio-resources, ICIMOD, Winrock International, WWF, Forest Action, and the Institute of Forestry. Additional stakeholders include organizations working in broadcast, print, and electronic media.

Based on the findings of the Capacity Building Needs Assessment, the REDD Cell at the Ministry of Forests and Soil Conservation in partnership with the Centre for People and Forests and a consortium of eight other Nepal-based organizations have produced a manual that contains comprehensive information about REDD+ and climate change.¹¹ There are two editions – one national level stakeholders and the other for community level facilitators. The manual covers the basics of climate change; the role of forests in reducing the impact of climate change; the evolution and relevance of REDD+ and other social and environmental safeguard mechanisms; REDD+ initiatives in Nepal; the state of deforestation and forest degradation in Nepal; payment for ecosystem services; and the technical aspects of REDD+ including measurement. The manual also clearly identifies REDD+ stakeholders. The manual is a useful resource for REDD+ and payment for ecosystem services training under the Hariyo Ban Program’s sustainable landscapes component. The Hariyo Ban Program may wish to consider joining hands with the REDD Cell at the Ministry of Forests and Soil Conservation and with the grassroots capacity building projects run by the Center

for People and Forests in order to ensure that the manuals are kept up-to-date and that contents are practical and relevant.

2. Cross Cutting Themes – Gender & Social Inclusion, Governance and Livelihoods

The desk review revealed that many organizations working in the forestry sector have incorporated issues of Gender and Social Inclusion into their policy, program and strategy documents. Recent natural resource management and sustainable conservation programs run under the Ministry of Forests and Soil Conservation have also given attention to gender equity and inclusive practice. In addition, the Ministry has developed a Gender and Social Equity Strategy of 2008 (2065 BS) and a Gender Vision, although training programs run under the Ministry have yet to align to these documents.

The desk review also served to highlight a number of gender and social inclusion related challenges in the biodiversity conservation and climate change adaptation sectors. Although agencies operating in the sector have carried out gender analyses and other gender awareness raising activities (including training), this learning has yet to be translated into action. The country’s deeply rooted patriarchal culture, and prevailing socio-political power systems are both barriers to a change in attitude. Some of the work that is being done to address the Hariyo Ban Program’s cross cutting themes is outlined in the paragraphs that follow.

The Biodiversity Sector Program for the Sivalik Hills¹² and the Terai is one of the government’s priority programs aimed at reducing poverty through sustainable forest management, the creation of employment opportunities, and the promotion of good governance. The Program aims for the widest possible coverage and focuses on improving the living standards of local people with a special emphasis on women, the poor, *dalits*, and people that are dependent on forests for their livelihoods. The program’s Gender and Social Inclusion Strategy links to each stage of the implementation process to ensure that target groups participate in a meaningful

¹¹ S Dangal, Poudyal BH and Luintel 2010, A Training of Trainers Manual on REDD+ for National Level Facilitators, GoN/RECOFTC/Norad, Available: <http://www.recoftc.org/site/Building-Grassroots-Capacity-in-Nepal>

¹² The Sivalik Hills are a mountain range of the outer Himalayas with many sub-ranges. The range extends west from Arunachal Pradesh in India, through Bhutan to Sikkim (India), and further westward through Nepal and Uttarakhand (India), continuing into Himachal Pradesh (India) and Jammu and Kashmir (India). In Nepal they are also referred to as the Siwalik Hills, the Chure Hills, and the Churia Hills.

way. Run under the Ministry of Forests and Soil Conservation, the Biodiversity Sector Program is one of the main government programs seeking to address social equity, gender imbalance, and social inclusion in the Terai/Sivalik area. The program has already run a number of capacity building initiatives for both individuals and community based organizations.

Regional Forestry Training Centers provide training for district-level government line agency staff, and for those working at the Ministry of Forests and Soil Conservation. Although the Centers have incorporated training related to Hariyo Ban's cross-cutting themes into session plans, training manuals and other materials have not yet been developed.

Other training available includes a five-day Human Rights, Gender and Social Inclusion in Forestry Sector training program designed for Armed Forest Guards. Sessions cover the difference between gender and sex; gender equality and equity; gender needs; discrimination against women; women's empowerment; women and sustainable development; women's access to resources; and the current status of social inclusion in forest development. The content tends to focus on the principles and concepts of gender and social inclusion and does not effectively link the topic to the practical realities of natural resource management. The Pro-Poor Community Forest Management training package is useful for sensitizing front line workers to pro-poor programming and for facilitating the development of pro-poor programs in Community Forest User Groups. The training introduces the concept of pro-poor community forest management, and includes well-being ranking; the formation of groups and sub-groups; the identification of potential income generating activities; pro-poor planning; and mobilizing funds for pro-poor programs.

The Training Manual on Gender and Climate Change developed by Global Gender and Climate Alliance (2009) is a useful resource that can be used to deliver training at variety of different levels from the very basic (e.g. sensitization and awareness raising), to the more advanced (e.g. using gender indicators for monitoring activity). The manual also deals with the following topics: gender; gender mainstreaming; gender mainstreaming in climate change; gender issues in climate change; gender mainstreaming in climate

change adaptation efforts; gender sensitive planning; gender sensitive strategies for climate change mitigation activities; and gender mainstreaming in climate change funding mechanisms.

The SAGUN Program's¹³ *Livelihood Improvement Plan Toolkit* includes a number of useful tools designed to support front line workers in identifying the opportunities available to poor people and the constraints they face in escaping poverty. The tools empower beneficiaries themselves to determine which type of livelihood support is most appropriate; the tools can also be used to make the pro-poor provisions in Community Forest User Group operational plans and constitutions operational. The toolkit deals with the livelihood improvement plan and the planning process; the selection of forest user groups; the selection of households; fund allocation; the selection of income generating activities; the preparation of guidelines for the livelihood improvement plan; and monitoring.

It is clear that in general, further efforts need to be made to build the capacity of women and excluded communities in the natural resource management sector. Increased capacity will result in a more equitable sharing of benefits and more meaningful participation for women and excluded groups in natural resource management leadership and decision making.

A complete list of training packages currently available and their relevance to the Hariyo Ban Program is presented in Annex 4. Training centers and other training institutions are listed in Annex 5.

3. Knowledge, Attitude and Skills

A critical analysis of the findings suggests that there are differences in stakeholder skill and knowledge levels across the Program's thematic components and cross-cutting themes. There are also differences in stakeholder attitudes. These are outlined below.

The majority of stakeholders seem to understand at least the basic concepts of biodiversity and climate change adaptation, REDD+, payments for ecosystem services, and landscape management. Although policy makers and forestry and agriculture professionals are well versed in the principles and practice of biodiversity conservation,

¹³ Strengthened Actions for Governance in Utilization of Natural Resources (SAGUN) Program (2002-2006)

implementation and monitoring still present significant challenges. At the district-level, the majority of respondents are aware of the importance of biodiversity conservation but have difficulties in cataloguing existing assets and assessing existing threats. Respondents also stated that they faced challenges in answering farmer and user questions about the introduction of alternative species and the protection of current species. In addition, many respondents have only a limited amount of knowledge about how to link subsistence agriculture and forestry practices to the broader watershed functions of ecosystem services and the payment for such services. Due to its comparative newness in Nepal, the topic of REDD+ is not receiving sufficient attention from implementing agencies, training institutions or community groups.

In terms of climate change, the study found that for many stakeholders, awareness was limited to just the basics. It is vital that policy makers in particular keep up-to-date with current issues in climate change so that national policies reflect both global trends and local demand. Key informant interviews revealed that government stakeholders, especially those in the districts, lacked up-to-date knowledge about both climate change adaptation and climate change mitigation. In addition, very few district-level stakeholders know much about REDD+ and associated interventions. Monitoring and reporting on greenhouse gas emissions is another area where there are capacity gaps with a severe lack of skilled human resources in relevant government agencies. The Ministry of the Environment confirmed that it is difficult to find the right sort of expertise in the job market. Levels of climate change/climate change impact knowledge tend to be lower at the district and community levels although some local knowledge of adaptation techniques exists. Knowledge about sustainable landscapes, climate change mitigation (including REDD+), and payments for ecosystem services, is negligible at the community level. Discussions revealed that although communities understand the importance of concept knowledge, they feel that more training on how to translate concepts into practical action is needed. However, communities are not always able to determine their own needs effectively; communities in the Terai, for example, decided that their most pressing need was carbon measurement skills, when in fact there was a greater need for better

negotiation skills so that carbon benefits could be shared equitably without causing conflict among users.

Knowledge and skill levels for the topic of livelihoods were found to be fairly high; this is a direct result of the massive number of capacity development interventions in this area carried out by government and non-government agencies as well as the private sector. The fundamentals of livelihood promotion and enterprise development are covered by numerous training packages and are well understood at the community level.

Governance training has also been organized on a large scale in the past so the majority of stakeholders have at least a basic understanding of the core principles of good governance. Practical tools and techniques are now needed to enable stakeholders to assess the effectiveness of governance processes in institutions.

4. Capacity Building and Training Policies

The study team did not find any capacity building or training policies that are specifically related to biodiversity conservation, climate change, or sustainable landscapes, with links to gender and social inclusion, good governance, and sustainable livelihoods. Policies and strategies that could be linked to the Hariyo Ban Program's thematic components and cross-cutting themes are listed below.

The Government of Nepal's Three Year Interim Plan 2009-2011 (National Planning Commission) makes a strategic provision in its clauses on human resource development, for scholarships and soft loans for training. These are to be used to enhance the competence of backward women, *dalits*, persons with disabilities, minorities and disadvantaged groups, *Madheshis*, Muslims and *Adhibasi/Janajatis*.

The Climate Change Policy (2011) focuses on the development and mobilization of skilled human resources as a means of increasing access to the technical and financial resources relating to climate change activity. The policy highlights the need to include climate change as a topic in formal and informal educational materials, distance learning courses, and open learning programs. The policy also emphasizes the importance of collecting and disseminating traditional and local knowledge about climate change adaptation and impact mitigation.

Section 3.4.3 of the National Disaster Management Strategy (2009) highlights capacity development as an important issue and emphasizes the need for precise targeting, and for the participation of women and excluded communities.

All of the policy-level documents mentioned above suffer implementation problems due to the lack of comprehensive national and sub-national capacity building and training strategies. Although the Nepal Administrative Staff College has developed a responsive capacity building strategy for government staff, it does not fully cover the thematic components and cross cutting-themes of the Hariyo Ban Program.

Following an analysis of existing capacity building and training policy and strategy, the study team has concluded that stakeholders at both the national and landscape-levels need a better understanding of relevant issues if effective implementation is to take place.

5. Supporting and Impeding Factors at Policy Level

There are several ways in which existing policy supports the development of a comprehensive capacity building and training strategy. All existing capacity building policies focus on gender and social inclusion issues and contain provisions for incorporating climate change into a wide range of formal/informal educational and training materials.

There are also impeding factors at the policy level, as most clauses related to capacity development and training on Hariyo Ban's thematic components and cross-cutting issues make provision only for awareness raising. As a result, training delivery is often ad-hoc rather than part of a broader and longer term capacity development process, and there is little impetus among stakeholders to develop more strategic programming initiatives.

In addition, policies related to the Hariyo Ban thematic components do not clearly link to the cross-cutting themes. This has had an effect on the inter-linking of training packages and capacity building initiatives. Policies are also silent on the promotion of joint training delivery, coordination, collaboration and joint monitoring as ways to achieve greater synergy.

The current lack of synergy can be seen in the examples that follow. The Nepal Administrative Staff College is planning to conduct training for government officers on biodiversity conservation, climate change adaptation, gender and social inclusion, good governance and positive thinking at work. However, all of these are separate training events which do not feed in to a longer term strategy.

Regional centers for forestry, agriculture and livestock related training have no long term training or capacity development strategy/plan. Central government departments decide on what training will take place at the centers as and when it is needed.

Analytical Reflection

This section provides an analysis of the training needs identified at the community, district, and central-levels. Overall training needs were identified using a range of tools and processes. In addition to central, landscape and district-level stakeholders, the study team met with representatives from Community Forest User Groups, Buffer Zone Management Committees, local cooperatives, and other local organizations. The team also gathered comments and reflections from the landscape-level sharing workshops held in Bandipur and Dhangadi, and from a national-level interaction held in Kathmandu. The analysis further explores gaps identified in training cycle management.

1. Central-level Stakeholders

Following the Stakeholder Mapping Exercise, twenty central-level Key Informants were identified and interviewed using a checklist and a semi-structured questionnaire. Key Informants included senior officials from the ministries of forestry, agriculture, land reform, and local development. Senior officials from NGOs, representatives from cooperatives, those working in the media, and heads of training centers were also

Conserving the Biodiversity of Mangos

Farm-based biodiversity conservation oriented income generation training should be linked with the home-garden program. Our experience proves that this model is effective. With technical assistance from LI-BIRD, stakeholders have used this model to conserve 100 different species of mango Kailali and Bardia districts.

Indreshwor Malla
Local Initiatives for Biodiversity Research & Development (LI-BIRD),
Kailali District

interviewed. Responses indicate that central-level stakeholders, particularly high-level government staff, want a deeper understanding of current issues in biodiversity conservation, climate change, and sustainable landscapes. Responses also show a need for improving the ability of central-level stakeholders to link the thematic components of the Hariyo Ban program to its cross cutting themes. Building the capacity of this group of stakeholders is crucial if cross cutting issues are to be effectively incorporated into existing policies and strategies, and if program implementation is to be successful. Figure 1 shows that almost 80% respondents saw enhancing their knowledge of concepts and approaches as a priority, while 10% saw improved planning skills for local issues as most important.

The majority of respondents agreed that awareness raising and sensitization training on gender and social inclusion and other cross cutting issues had been delivered on a massive scale in the past. They pointed out the need for a more in-depth understanding of key issues, and better analytical skills for linking Hariyo Ban’s cross cutting issues with its key thematic components.

Central-level respondents from NGOs expressed the view that a pool of trainers should be developed who could be mobilized for training delivery on the Hariyo Ban thematic components at the community level. They also stated that existing training packages focus mainly on livelihoods and on governance and that these topics should be linked to skill development, investment opportunity and access to markets. There is also a need for mentoring programs and other follow-up support.

FIGURE 1 Central Level Stakeholders

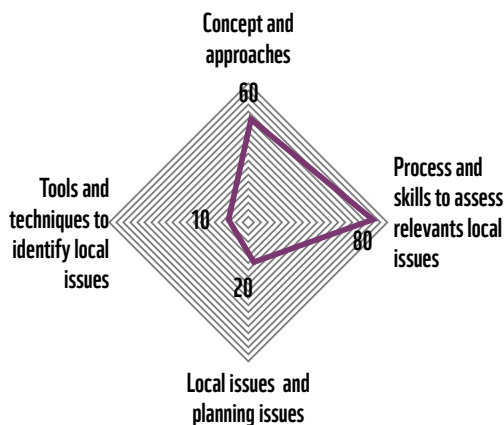
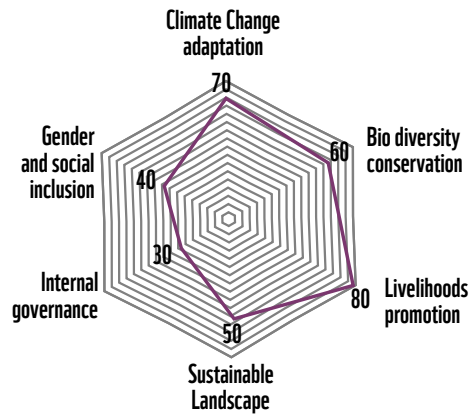


FIGURE 2 FECOFUN



Key informants from media organizations highlighted the need to incorporate environmental journalism into the existing courses on development journalism being run by academic institutions. They also stressed the need for separate training packages for print, electronic, and broadcast media journalists. The media as a whole still lacks clarity about the basic concepts of climate change adaptation, biodiversity conservation, and sustainable landscapes; this has resulted in a lot of ad-hoc reporting, some of which may be misleading.

Leaders of cooperatives emphasized the need for a clear orientation program on Hariyo Ban’s thematic components so that they might make more informed decisions about providing loans to small-scale natural resource and farming enterprises, and ways to link them to potential markets.

The Hariyo Ban consortium also identified the need to harness a common understanding of the Program’s thematic components and cross-cutting issues. Each of the organizations in the consortium has expertise in at least one thematic component; this could be used to develop the skills of other partners. Figure 2, for example, illustrates areas of thematic expertise for the Federation of Community Forest User Groups Nepal (the higher the score, the greater the level of expertise). While the Federation may be able to share its knowledge in the areas where it has higher ratings, it may wish to seek assistance from other consortium partners in areas where scores are lower. The consortium has also identified team working, interpersonal communication skills, and negotiation skills as important training needs.

2. District-level stakeholders

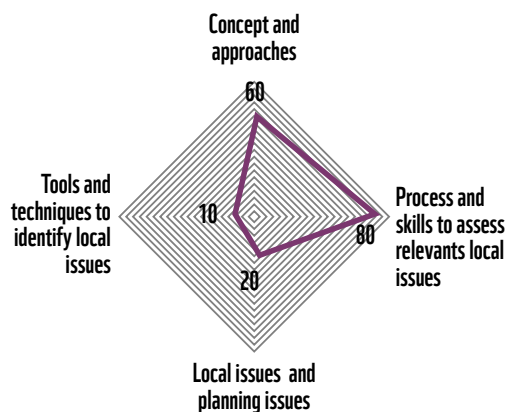
Meetings with district-level representatives from government line agencies (agriculture, livestock, forestry, soil conservation and others) and their respective regional training centers revealed a diverse range of training needs. Priority needs include knowledge and skills enhancement on implementation and monitoring processes for biodiversity conservation, sustainable landscapes, climate change adaptation, and ways to link these topics to cross cutting issues. Figure 3 shows that almost 80% of respondents stated that training on implementation processes at the local level was most important while only 10% felt that they needed additional tools and techniques to identify local issues. Different groups of respondents identified different sets of training needs relating to Hariyo Ban's thematic components and cross cutting issues. Almost all respondents from government line agencies stressed the need for training on Geographical Information Systems and remote sensing, biodiversity profiling, and the identification of species in need of conservation. They also expressed the need for conceptual clarity on climate change adaptation processes, and training on how to

carry out vulnerability assessments so that they may design effective district-level responses. Other stakeholders and representatives from partner organizations stated that they need training on how to promote biodiversity-based income generation skills, and workshops on payments for ecosystem services and the preparation of a Local Adaptation Plan of Action.

District-level respondents also suggested a variety of training delivery mechanisms including *travelling seminars*¹⁴ to ensure that learning is meaningful and result oriented. Respondents also identified the need to upgrade the ability of program staff and other stakeholders to carry out result-based monitoring, evaluation, documentation and impact tracking. In addition, respondents stated that all training programs should come with impact indicators and mechanisms to ensure that monitoring and follow-up takes place.

Other major areas of concern were participant selection processes, impact monitoring at the community level, and the provision of mentoring services and follow-up support. Respondents also pointed out that the monitoring that currently does take place tends to look only at the achievement of learning objectives and does not attempt to measure the impact of training in the community.

FIGURE 3 District Level Stakeholders



Forage Banks

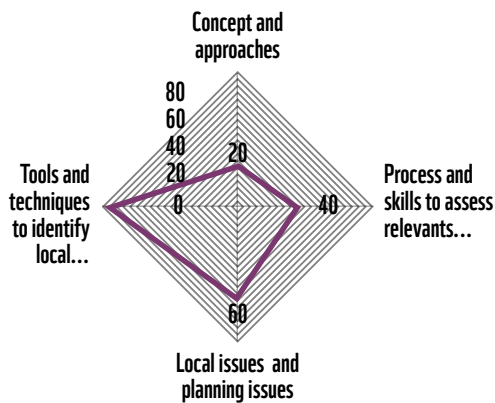
Setting up a forage bank is a sustainable way to reduce the dependency of local farmers on forest resources. Forage Management training for farmers living in and around a conservation area combined with the creation of a demonstration plot and 'forage bank' have proven extremely successful in promoting forest conservation.

District Livestock Services Office, Kaski

3. Community-level stakeholders

Focus Group Discussions at the community level were attended by representatives from Community Forest User Groups, Buffer Zone Management Committees, Conservation Area Management Committees, local cooperatives and community organizations, Hariyo Ban field officers, and local resource persons. Discussions were facilitated by members of the assessment team. Participants expressed the need to develop the skills and knowledge necessary to promote green enterprises which support the conservation of biodiversity while at the same time generating income. Other needs identified include the skills and techniques for carrying out local level vulnerability to climate change assessments, and developing and implementing adaptation plans. Management skills training (including account keeping) and public hearing and

¹⁴ A travelling seminar is an improved version of the exposure visit. Visits are given more structure that before and give participants the opportunity to reflect on how program activity could potentially link with their work.

FIGURE 4 Community Level Stakeholders

public auditing training were also highlighted. Figure 4 shows that around 80% of respondents were interested in learning about tools and techniques that they could use to address local issues. Only 10% of respondents were interested in higher level training on principles, concepts and approaches.

The vast majority of respondents at the community-level said that a training program that develops their ability to conserve biodiversity by reducing the effects of climate change would be extremely useful. Other popular topics include carbon mapping, taking an inventory of non-timber forest products, home stay management, and women-led green enterprise promotion.

In addition to the universal training needs identified above, many site-specific needs also exist. Respondents in Tanahun district, for example requested training on using barren land for income generation activities and more equitable benefit sharing for communities that are heavily dependent on forest resources. These topics are covered in Payment for Ecosystems Services training. Respondents from Kailali district expressed the need for income generation skills that ensured the protection of the crocodiles and tigers in their forests. In order to derive benefits from the efforts to protect the Phewa Lake watershed area, and to conserve local species of rhododendron, respondents from Kaski district made an urgent request for training in Payment for Ecosystems Services and advocacy skills. Both general and specific training packages are listed in the recommendations section of this report.

Gaps in Training Content and Training Delivery Mechanisms

The study team looked at every stage of the training management cycle – needs assessment, design, delivery and evaluation – to identify content and delivery mechanism gaps. These are described below, grouped under the three thematic components. Additional gaps are identified under cross-cutting themes and the training management cycle.

1. Thematic components

Biodiversity Conservation

Currently available training packages cover only the fundamentals of biodiversity conservation. No link is made between biodiversity conservation and issues of sustainable livelihoods and climate change. Although the Nepal Biodiversity Strategy 2002 makes clear provision for biodiversity registration and bio-prospecting to reduce threats to biodiversity and promote its sustainability in the context of climate change, these issues are yet to be included in training curricula.

Training on livestock diversity conservation takes place less frequently than training on agriculture and forest biodiversity conservation. In addition, the agencies that provide livestock development services are not well-trained in the conservation of local gene-types. The conservation of local breeds is crucially important for improving the livelihoods of communities living in the two Program landscapes. Many community-level orientation programs tend to focus more on the conservation of forest diversity rather than agriculture or livestock diversity. The identification, registration, profiling, and promoting of biodiversity is not currently included in training packages.

Gaps in Available Biodiversity Conservation Training

- Identification, registration and profiling of biodiversity
- The use of cutting-edge technologies in research and monitoring at the species and ecosystem levels
- Biodiversity conservation and monitoring at the community-level
- Low priority given to linking biodiversity with other thematic components
- Linking gender, governance and livelihoods to biodiversity conservation
- Habitat management and invasive species control
- The impacts of climate change on species and ecosystem conservation efforts
- GIS Invest training

Poaching and the illegal trade in wildlife products is one of the major concerns of the biodiversity conservation sector. Existing training materials need to be made more specific, and more interventions are needed to build the capacities of communities that are working on anti-poaching initiatives and the control of illegal trade.

Despite the efforts of government and non-government organizations to adopt modern technologies, tools and practices in wildlife monitoring, the human resource capacity to use these effectively is still lacking. In addition, current practices tend to focus exclusively on wildlife monitoring, rather than on monitoring biodiversity as a whole at the species and ecosystem levels. Very little attention is given to training in habitat management skills, without which, the conservation of biodiversity is almost impossible. Although the two Hariyo Ban Program landscapes are hugely affected by invasive species, neither local communities nor conservation professionals have the skills or knowledge to control their spread.

The impacts of climate change on fauna and flora have yet to be clearly spelt out to stakeholders at the community-level. In addition, biodiversity registration and the way it links to the livelihoods of the poor, vulnerable, and socially excluded has not been adequately addressed. Biodiversity profiling service providers and organizations carrying out research into alternate plant varieties lack capacity. Both of these are important issues in the context of climate change. Training packages and awareness raising programs on establishing and managing seed and gene banks is urgently needed, as are courses on managing biodiversity resource centers for the agriculture, livestock and forestry sectors.

Sustainable Landscapes

New and emerging approaches to conservation need to be thoroughly communicated to stakeholders at all levels if they are to succeed. With this in mind, it is important that Hariyo Ban stakeholders are clear about the Program's sustainable landscapes approach and that awareness raising and capacity building initiatives take place at the community level. Awareness raising activity should focus on: a) payments for ecosystem services; b) watershed management; c) REDD+; and d) environmental corridors and corridor connectivity linked to sustainable livelihoods. Several organizations including the Western Terai Landscape Conservation Project, WWF, and the National Trust for Nature Conservation are already working to raise awareness of the landscape-level approach. However, awareness levels at district-level government agencies/institutions are currently extremely low. Similarly, the study team found confusion, and a lack of capacity to implement the approach among service providers.

Sustainable landscape management requires the active participation of local communities in conservation initiatives. With this in mind, a number of interventions, including REDD+, include mechanisms to motivate communities and to provide incentives for participation. Despite these incentives, the assessment team discovered that the scientific, technical, economic and socio-environmental elements of REDD+, including equitable benefit sharing, are rarely touched upon at the district or community level. It is important to build the capacity of REDD+ stakeholders, and to finalize a country-specific structure of REDD+ initiatives as soon as possible. In the Nepal context, there is a specific requirement to

Key Gaps in Available Sustainable Landscapes Training

- Low levels of awareness about REDD, REDD+, and Payment for Ecosystem Services
- Poor understanding of the technical, economic, and socio-environmental aspects of REDD+ including the concept of *Free, Prior and Informed Consent*.
- Skills relating to REDD+ methodology (greenhouse gas monitoring, taking a carbon inventory, taking a Reference Emissions Level, Measurement/Reporting/Verification (MRV) etc.)
- Skills relating to modern carbon mapping technologies (Airborne laser technology (LiDAR) and LiDAR Assisted Multi-source Program for REDD+ MRV (LAMP))
- Training on how to design and produce a REDD+ project document
- Training to address the drivers of deforestation and forest degradation (forest fire fighting, alternative energy promotion, nursery and plantation management, forest regeneration promotion etc.)
- Conservation efforts not adequately linked with sustainable livelihoods
- Training on scientific forest management
- Training on setting up forest-based micro -enterprises

build capacity for sustainable conservation management with a particular focus on forest conservation and the promotion of forest entrepreneurship. The drivers of deforestation, which include poor governance practices in district-level institutions, unchecked forest fires, forest encroachment, and over-grazing, need to be addressed as a matter of priority. Training packages on these topics should be developed for both district-level facilitation teams and for local and district-level user groups. There is also a pressing need to build the capacity of agencies working in conservation to link conservation efforts with sustainable livelihoods and climate change impact mitigation.

Skill and knowledge gaps also exist in several areas of REDD+ methodology; there is a particular lack of skilled human resources for greenhouse gas monitoring, for example. Expertise in carbon monitoring; identifying reference emissions levels; and measurement/reporting/verification is also lacking. In addition, district-level facilitation teams need to develop their capacity to use GIS and other modern technologies.

Nepal is currently in the process of preparing its REDD+ strategy and implementing activities for its Readiness Preparation Proposal. Studies commissioned by the Proposal have identified the drivers of deforestation, along with nine direct and numerous indirect causes. Although a preliminary report has been produced, it does not suggest ways in which deforestation may be addressed by local communities or ways to increase levels of awareness about the drivers of deforestation. Strategies for limiting deforestation include: reducing forest dependency by promoting alternative livelihood options; developing people-friendly conservation policies; investment in off-farm job creation; conservation awareness raising campaigns; forest management skill-transfer initiatives; promoting good governance; and promoting alternative sources of energy. If these are to be successfully implemented, a range of agro-forestry related capacity building activities for forest users and government line agency staff (particularly the forest department) need to be carried out.

Climate Change Adaptation

In general, climate change adaptation is not well understood. Local service providers, including government line agencies, lack awareness about the technical/scientific,

socio-economic and environmental aspects of climate change and climate change impact. In addition, although service providers have heard of the term *adaptation* (it is slightly better understood than REDD+ mitigation), but they lacked the skills to carry out adaptation planning and had limited knowledge about current tools and techniques. This lack of awareness about climate change adaptation planning extends to central-level; as a result, it has not been integrated into mainstream development planning processes.

The Government of Nepal formulated the National Adaptation Plan of Action in 2010 but it is yet to be fully rolled-out at district-level; Local Adaptation Plans of Action are primarily the responsibility of DDCs and VDCs. DDCs in the sample districts lacked understanding about the concept and process of adaptation planning. In addition, local level media organizations lack a clear understanding of what climate change actually is, along with its causes and impacts. Local media organizations tend to gather information from secondary sources such as national newspapers and the internet and do not always translate concepts clearly or accurately in their output. Vulnerability assessments for both ecosystems and communities have been developed at the national-level, but are rarely used at the local-level due to knowledge and skill gaps. We can conclude that in general, local bodies lack awareness of major climate change related policies, guidelines and implementation plans including the National Adaptation Plan of Action and associated local level plans.

Opportunities to involve the research community in training policy formulation and training design, and connect them to training institutions were found to be lacking. As a result, very little up-to-date research is incorporated into training curricula.

Key Gaps in Available Climate Change Adaptation Training

- Poor understanding of the technical and social dimensions of climate change, the impact of climate change, and climate change adaptation planning (service providers and local communities)
- Lack of orientation programs on resilience building and adaptation interventions in the sectors identified in the National Adaptation Plan of Action
- There is no mechanism to encourage researchers to share findings with training designers
- Lack of human resources with experience of implementing climate adaptation approaches
- Climate modeling and habitat modeling experience is lacking

2. Cross Cutting Themes

Gender and Social Inclusion

Gender and social inclusion issues are yet to become part of mainstream biodiversity conservation initiatives. Forest-dependent women, *dalits*, and other socially excluded groups lack access to decision making and benefit sharing processes. There is a clear and pressing need to ensure that gender and social inclusion issues are integrated into all aspects of activity in the biodiversity conservation sector, including training programs, manuals and course materials at all levels.

In order to ensure their meaningful participation in biodiversity conservation initiatives, decision making processes, and benefit sharing; and to increase their access to resources, women must first become empowered. Experience shows that training is one path to empowerment. This lack of empowerment is preventing women, *dalits* and other excluded groups from engaging in natural resource management and climate change initiatives and from taking on leadership roles. Despite legal provisions for the inclusion of women and socially excluded groups in all natural resource management and user groups, the study found them to be poorly represented. Community level focus group discussions revealed that the main causes for this lack of engagement are seen to be a lack of leadership capacity, and low levels of knowledge about national resource management legislation and policy.

Although local bodies are aware of gender and social inclusion concepts, and concepts of good governance, they lack the capacity

to carry out the in-depth analyses needed for gender and social inclusion-responsive program implementation, monitoring and evaluation. The knowledge and skills needed at the local level to produce gender and social inclusion-responsive climate change adaptation plans are in very short supply. Stakeholders at all levels lack the capacity to deal with gender based violence. This must be addressed, especially at the community level, if domestic and other types of violence against women are to be reduced.

Sustainable Livelihoods

Mechanisms to monitor the participation of women, *dalits* and other excluded groups in community based organizations are not in place. Neither are mechanisms to ensure access to finance and markets. Although it is widely understood that women, the poor, and the socially excluded have different vulnerabilities to the adverse effects of climate change and the loss of biodiversity, communities lack the tools and knowledge to ensure that they are included at every stage of livelihood improvement programming initiatives.

The capacity of women to generate benefits from commercial agro-forestry enterprises was found to be limited. Livelihoods related capacity development initiatives that are run in isolation have proven to be ineffective. It is necessary to better integrate livelihoods initiatives and to provide some sort of financial support to ensure that learning can be implemented once training is over.

Good Governance

The needs assessment process identified general weak governance at the organization level, particularly in community groups and Community Forest User Groups. This clearly indicates the need for good governance training. However, good governance training should not be run in isolation; rather it should be explicitly linked to Hariyo Ban's thematic components (as should gender and social inclusion training). Currently available training has too strong a focus on concepts and principles; this focus needs to shift to more practical and relevant skills.

Levels of awareness about policy and legislation relating to Hariyo Ban's thematic components and cross-cutting issues are generally low. Orientation programs on relevant policy/legislation are urgently needed for district-level government line agencies, and community/civil society organizations.

Key Gaps in Available Training on Cross-Cutting Themes

Gender and Social Inclusion

- Training is delivered in isolation rather than as part of the mainstream training related to each thematic component
- Lack of leadership training for women and excluded groups
- Lack of gender sensitivity training for men
- Training does not adequately link to livelihoods related training

Sustainable Livelihoods

- Training is delivered in isolation rather than as part of biodiversity, climate change and sustainable landscapes training
- Increasing the number and scale of successful livelihood interventions has proved extremely challenging
- Lack orientation sessions to explain policy and legislation

Good Governance

- Community based organizations (including Community Forest User Groups) lack governance skills.

3. Training Cycle Management

Training program delivery processes were also found to contain a number of operational gaps. These included weak monitoring systems, unstructured training delivery that does not address the needs of all levels of participants; selection of inappropriate participants; lack of competent resource persons; and poor selection of training packages. Since monitoring processes assess only the achievement of learning objectives, it is not clear whether training programs are having a positive practical impact at the community level. This is a critical area for intervention. In addition, community level training reports indicate that participants in any one program tend to be fairly mixed, with different levels of skill and knowledge. More importantly, training group participants often lack common sets of interests.

The human resource capacity needed to communicate national level adaptation initiatives at the sub-national and local levels is also lacking. In addition, adaptation interventions demand a more coordinated approach – there are currently too few links between national level strategies and local level implementation initiatives. Although a number of capable individuals are delivering field based climate change adaptation and sustainable

landscapes training, respondents from both the Ministry of Forests and Soil Conservation and the Ministry of the Environment stated that it is often difficult to find suitable resource persons. Indeed the majority of respondents questioned the government's ability to sustain training initiatives set up with project-based donor funding. This has led to much training being donor dependent. In addition, the number of NGO focused training programs far outweighs the number of programs designed for government staff. This has led to a knowledge and skill imbalance between government and non-government organizations. The roles of local resource persons and citizen scientists in training cycle management have yet to be clearly defined.

Due to the many gaps in the training cycle management process, it is often difficult for participants to transfer knowledge into action, especially at the community level. There is a pressing need for better monitoring and follow-up services to be made available.

Training Needs

The tables that follow identify the thematic component/cross-cutting theme related training needs of all Hariyo Ban Program stakeholders.



Local women from Tallo Madanapur Cluster of Chauridanda Community Forest Users Group, Kamdi VDC, Banke District involved in participatory climate change vulnerability mapping on a training provided by Hariyo Ban Program on integrated climate vulnerability analysis.

Training Needs at the Central, District and Community Levels

Level/ Sector	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
National	Biodiversity registration and bio-prospecting/ Habitat modeling	Orientation program on payment for ecosystem services (PES) Carbon measurement, (including MRV frameworks)/REDD+ monitoring GIS technologies/ Carbon mapping	Causes, effects, and differentiated impacts of climate change; national level responses; role of policy makers Adaptation planning (CAPA and LAPA) Vulnerability assessment (ecosystem & community based) Participatory Monitoring, Evaluation, Reflection and Learning Landscape-level climate change monitoring Climate modeling and downscaling Landscape-level vulnerability assessment	Bringing gender and social inclusion issues into mainstream biodiversity conservation, REDD+, and climate change training Creating a gender and social inclusion-sensitive policy environment in the biodiversity, REDD+ and climate change adaptation sectors Differentiated impacts of climate change/ integrating gender and social inclusion issues into NAPA and LAPA Equitable benefit sharing mechanisms for the three thematic components	Appreciative Inquiry Governance and development Inclusive governance Policy research and advocacy Governance in natural resource management Social accountability	Planning and piloting of workshops on sustainable livelihoods	Team building sessions/team retreats Performance management training Designing, implementing, monitoring and evaluating a communications strategy
Federal/ District	Biodiversity registration, survey & monitoring/ application of new technologies/bio-prospecting Mitigating human-wildlife conflict Managing wildlife and wildlife habitats	REDD+ concepts Using GIS packages (Basic) Using GPS (Basic) Orientation sessions on payment for ecosystem services (PES)/basic carbon measurement processes Mechanisms for benefit sharing	Impact of climate change on the economy Integrated Climate Vulnerability and Capacity Analysis Adaptation Planning Participatory monitoring of adaptation projects (LAPA, CAPA) Communicating messages about climate change and the impacts of climate change Developing 'climate smart' district development plans	Gender and social inclusion concepts	Orientation sessions on current policies, procedures and legislation/roles of stakeholders Social accountability (public hearing and public auditing) Policy and budget advocacy	Promoting eco-tourism	Orientation sessions on management information systems Result based monitoring and evaluation Designing/monitoring/evaluating a communication strategy Development and use of communication tools and techniques (writing for the web, collecting stories of change, broadcasting) Media partnership and audience engagement skills

Level/ Sector	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Community/ Household	<p>Fundamentals of biodiversity (concept, importance and links to livelihoods)</p> <p>Participatory biodiversity monitoring and threat assessment</p> <p>Mitigating human-wildlife conflict</p>	<p>Orientation sessions on payment for ecosystem services (PES)</p> <p>Basic carbon measurement processes</p> <p>Orientation sessions on REDD+ (with an emphasis on <i>Free, Prior and Informed Consent</i>)</p>	<p>Climate Change fundamentals (basic concepts, local impacts, national and local responses and role of community organizations)</p> <p>The economic impact of climate change</p> <p>Integrated Climate Vulnerability and Capacity Analysis & adaptation planning</p> <p>Participatory monitoring of adaptation projects</p> <p>Climate smart planning (community development plan/ forest operational plan)</p> <p>Integrating Community Adaptation Plans into mainstream VDC plans</p> <p>Review and reflection</p>	<p>Gender and social inclusion concepts</p> <p>Integration of gender and social inclusion issues into biodiversity and sustainable landscapes interventions</p> <p>Gender based violence</p> <p>Gender and traditional knowledge management</p> <p>Natural resource management entrepreneurship for women and excluded groups</p>	<p>Coaching sessions on good governance</p> <p>Social accountability (public hearing and public auditing)</p> <p>Negotiation skills</p>	<p>Site-based seasonal crop and vegetable farming</p> <p>Strengthening cooperatives (including account keeping and loan management)</p> <p>Promoting eco-tourism</p> <p>Enterprise skills</p>	<p>Keeping accounts using USAID formats/software</p> <p>Record keeping/case study writing</p> <p>Self assessment techniques for natural resource management groups</p> <p>Proposal writing</p> <p>Media partnership and audience engagement skills</p> <p>Effective communication skills, (including carrying out awareness raising campaigns)</p>

Training Needs of Hariyo Ban Partners

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Government of Nepal							
Central	Biodiversity registration/bio-prospecting	Orientation sessions on payment for ecosystem services Training of Trainers on carbon measurement, (with MRV framework)/ REDD+ monitoring/ establishing reference emissions levels	Climate change (cause, effect and consequence/differentiated impact/responses at international and national level/ role of policy makers) Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate resilient planning in sectors identified by NAPA	Integrating gender and social inclusion issues into mainstream climate change adaptation, biodiversity, and REDD+ initiatives Creating a gender and social inclusion-sensitive policy environment in the biodiversity, REDD+ and climate change adaptation sectors	Developing positive attitudes for the workplace Developing inclusive governance processes		Team building sessions/team retreats Performance management Database management/use of information/reporting Designing a communication strategy/strategy monitoring and evaluation
Regional	Biodiversity conservation/ concepts/ principles/policy updates Biodiversity registration/bio-prospecting	Orientation sessions on payment for ecosystem services Community based watershed management Orientation sessions on REDD+ (with an emphasis on <i>Free, Prior and Informed Consent</i>)	Climate change impacts Integrated vulnerability assessment/adaptation planning Communicating the adaptation plan and integrating it into broader economic planning	Integrating gender and social inclusion issues into mainstream climate change adaptation, biodiversity, and REDD+ initiatives	Developing positive attitudes in the workplace Developing inclusive governance processes	Designing livelihood-friendly development initiatives and livelihood packages	Team building sessions/team retreats Performance management

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
District	Biodiversity registration/bio-prospecting Mitigating human-wildlife conflict	REDD+ concepts Orientation sessions on payment for ecosystem services Basic carbon measurement processes Training of Trainers on REDD+ (with an emphasis on <i>Free, Prior and Informed Consent</i>)	Climate change impacts Integrated vulnerability assessment/adaptation planning Communicating the adaptation plan and integrating it into broader economic planning Facilitation skills	Gender and social inclusion concepts/analysis frameworks Gender and social inclusion monitoring/impact analysis frameworks Orientation sessions on government frameworks and how they link to the Hariyo Ban Program goal Gender and social inclusion refresher training	Orientation sessions on current policies, procedures and legislation/roles of stakeholders Social accountability (public hearing and public auditing) Participatory approaches to conservation	Eco-tourism promotion Participatory livelihood improvement planning	Keeping accounts using USAID formats/software Using management information systems Appreciative inquiry/positive thinking Designing a communication strategy/strategy monitoring and evaluation Development and use of communication tools and techniques (writing for the web, collecting stories of change, broadcasting) Media partnership/audience engagement skills
Consortium Partners							
Federation of Community Forest User Groups Nepal	Basic biodiversity conservation and its integration into community forest management Biodiversity registration/monitoring	REDD+ orientation sessions (process/benefits/benefit sharing mechanisms) REDD+ social and environmental safeguards (with an emphasis on <i>Free, Prior and Informed Consent</i>) Addressing the drivers of deforestation	Climate change and its impacts Climate change and biodiversity/scientific forest management Vulnerability assessment (ecosystem/community level) Using adaptation planning for the Forest Operational Plan Monitoring Review and reflection	Gender and social inclusion concepts/analysis frameworks Gender and social inclusion monitoring/impact analysis frameworks Integrating gender and social inclusion issues into all three Hariyo Ban program components Advocacy for gender and social inclusion issues Gender and social inclusion-sensitive leadership development Combating gender based violence	Social accountability Developing a Pro-Poor and Social Inclusion strategy Leadership development	Linking biodiversity to the promotion of sustainable livelihoods Enterprise skills	Database management/use of information/reporting Effective communication skills Designing/monitoring/evaluating a communications strategy Development and use of communication tools and techniques (writing for the web, collecting stories of change, broadcasting) Media partnership/audience engagement skills

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
National Trust for Nature Conservation	Biodiversity conservation/ecosystem monitoring Biodiversity registration/bio-prospecting	Developing REDD+ social and environmental safeguards (with an emphasis on <i>Free, Prior and Informed Consent</i>) Payment for ecosystem services Monitoring skills/preparation of emission reduction plan	Climate Change concepts/tools/techniques/adaptation planning Climate change and biodiversity/scientific forest management for poverty alleviation Vulnerability assessment (ecosystem/community level) Using adaptation planning for the Forest Operation Plan Monitoring Review and reflection	Integrating gender and social inclusion issues into all three Hariyo Ban program components Gender and social inclusion-sensitive leadership development Combating gender based violence	Social accountability Negotiation and communication skills	Linking biodiversity with livelihoods promotion	Database management/use of information/reporting Effective communication Designing/monitoring/evaluating a communications strategy Development and use of communication tools and techniques (writing for the web, collecting stories of change, broadcasting) Media partnership/audience engagement skills
Community Based Organizations							
Community Forest User Groups/ Buffer-Zone Forest User Groups	Biodiversity basics (concepts/importance/links to livelihoods) Participatory biodiversity monitoring/threat assessment Mitigating human-wildlife conflict	Orientation sessions on payment for ecosystem services Basic carbon measurement processes Combating poaching/fire control	Climate change/the impacts of climate change Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning (community development plan/forest operational plan) Integrating Community Adaptation Plans into mainstream VDC plans Review and reflection	Integrating gender and social inclusion issues into all three Hariyo Ban program components Leadership development in natural resource management and biodiversity conservation for women and excluded groups Combating gender based violence Gender issues/traditional knowledge and skills relating to biodiversity conservation and natural resource management Gender and social inclusion-based advocacy skills Natural resource enterprise skills for women Equitable benefit sharing mechanisms for Hariyo Ban Program components	Good governance coaching programs (including constitution writing and planning processes) Social accountability (public hearing and public auditing/internal accountability) Negotiation and communication skills	Site-based seasonal crop and vegetable farming skills Strengthening cooperatives Participatory livelihood improvement planning Enterprise development	Account keeping/documentation Proposal writing / loan management

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Conservation Area Management Committees	Biodiversity conservation basics (concepts/importance/links to livelihoods) Participatory biodiversity monitoring/threat assessment Mitigating human-wildlife conflict	Orientation sessions on payment for ecosystem services Basic carbon measurement processes Basic species monitoring processes Combating poaching/fire control	Climate change/the impacts of climate change Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning (community development plan/forest operational plan) Integrating Community Adaptation Plans into mainstream VDC plans Review and reflection	Integrating gender and social inclusion issues into all three Hariyo Ban program components	Social accountability (public hearing and public auditing) Good governance Leadership development	Strengthening cooperative (including account keeping/loan management) Eco-tourism promotion Home-stay management Enterprise development skills	Organizational development Meetings management/decision making skills Record keeping/documentation skills
Other groups, including community-based NGOs and civil society organizations	Biodiversity conservation basics (concepts/importance/links to livelihoods)	Orientation sessions on payment for ecosystem services Species monitoring and how it links to tourism	Climate change/the impacts of climate change Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning	Integrating gender and social inclusion issues into all three Hariyo Ban program components Role of community based organization in promoting gender equality and social inclusion at the local level Combating gender based violence Gender and social inclusion-based advocacy skills Equitable benefit sharing mechanisms for Hariyo Ban Program components	Good governance Social accountability	Site-based seasonal crop and vegetable farming skills Echo tracking skills Participatory livelihood improvement planning Home stay management	Organizational development Development and use of communication tools and techniques (writing for the web, collecting stories of change, broadcasting) Media partnership/audience engagement skills

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Citizen Scientists	Wild life monitoring (concepts/ skills) Participatory biodiversity monitoring/threat assessment Mitigating human-wildlife conflict	Carbon mapping Basic carbon measurement processes	Climate change/the impacts of climate change Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning (community development plan/ forest operational plan) Integrating Community Adaptation Plans into mainstream VDC plans Review and reflection	Integrating gender and social inclusion issues into all three Hariyo Ban program components Gender and social inclusion-sensitive impact analysis Equitable benefit sharing mechanisms for Hariyo Ban Program components		Nature guide skills Home stay management	
Local Resource Persons	Biodiversity conservation basics (concepts/ importance/links to livelihoods)	Orientation sessions on Payment for Ecosystem Services Advocacy skills	Climate change/the impacts of climate change Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning (community development plan/ forest operational plan) Integrating Community Adaptation Plans into mainstream VDC plans Review and reflection	Integrating gender and social inclusion issues into all three Hariyo Ban program components Gender and social inclusion-sensitive leadership development Combating gender based violence Gender and social inclusion-based advocacy skills Gender issues/traditional knowledge and skills relating to biodiversity conservation and Natural Resource Management Facilitation skills Gender responsive participatory planning monitoring and evaluation	Social accountability (Public hearing and public auditing) Negotiation skills Good governance promotion in community organizations and cooperatives	Cooperative management Record keeping/loan management Participatory livelihood improvement planning	Participatory monitoring and documentation Proposal writing Report writing Organizational development for user groups and cooperatives Facilitation skills Communication skills (including interpersonal communication/ setting up media partnerships)

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Civil Society/Non-Governmental Organizations							
National	Biodiversity registration/bio-prospecting	Orientation sessions on payment for ecosystem services Carbon measurement with an MRV framework/REDD+ monitoring	Climate Change (cause, effect and consequence)/differentiated impact/responses at international and national level/role of policy makers Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate resilient planning in sectors identified by NAPA	Integrating gender and social inclusion issues into mainstream climate change adaptation, biodiversity, and REDD+ initiatives Gender and social inclusion-sensitive leadership development Creating a gender and social inclusion-sensitive policy environment in the biodiversity, REDD+ and climate change adaptation sectors	Developing positive attitudes in the workplace Governance development Developing inclusive governance processes		Team building/team retreats Performance management
District	Livelihood-based biodiversity conservation/the role of NGOs Mitigating human-wildlife conflict	REDD+ concepts Orientation sessions on payment for ecosystem services (PES) Carbon measurement skills (process/documenting)	Climate change impacts Integrated vulnerability assessment Adaptation planning Communication/integration of adaptation planning into broader economic planning Facilitation skills	Orientation sessions on government guidelines/frameworks and their links to the Hariyo Ban Program goal Integrating gender and social inclusion issues into mainstream climate change adaptation, biodiversity, and REDD+ initiatives Combating gender based violence Gender and social inclusion-based advocacy skills Leadership in Natural Resource Management and biodiversity conservation for women and excluded groups Gender and social inclusion refresher training Equitable benefit sharing mechanisms for Hariyo Ban Program components	Orientation sessions on current policies/procedures/legislation and the role of NGOs Promoting the Green Economy: the role of NGOs	Eco-tourism promotion	Keeping accounts using USAID formats/software Using management information systems Orientation sessions on Hariyo Ban Program monitoring and evaluation processes Designing/monitoring/evaluating a communications strategy Media partnership/audience engagement skills

Partner	Biodiversity	Sustainable Landscapes	Climate Change	Gender and Social Inclusion	Governance	Livelihoods	Management
Media							
National	Biodiversity conservation and the way it links to rural livelihoods	Orientation sessions on payment for ecosystem services Carbon measurement with an MRY framework/ REDD+ monitoring	Climate Change (cause, effect and consequence)/differentiated impact/responses at international and national level/ role of policy makers Integrated Climate Vulnerability and Capacity Analysis Adaptation planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate resilient planning in sectors identified by NAPA	Gender and social inclusion issues in biodiversity conservation and climate change adaptation			
Local	Biodiversity conservation and how it links to rural livelihoods Identifying local issues in biodiversity conservation	Orientation sessions on Payment for Ecosystem Services Advocacy skills	Climate change /climate change impacts Integrated Climate Vulnerability and Capacity Analysis Adaptation Planning Participatory monitoring of adaptation projects (LAPA, CAPA) Climate smart planning (community development plan/ forest operational plan) Integrating adaptation plans/ conservation plans// other sectoral plans into mainstream local development plans Review and reflection	Gender and social inclusion issues in biodiversity conservation and climate change adaptation Using the media for targeted gender and social inclusion-based communication			



RECOMMENDATIONS

CHAPTER 3

Approaches to Training Design and Delivery

This section describes recommended approaches to training design and delivery; these are based on the findings presented Chapter 2.

Training of Trainers

Training of Trainers is a popular cascade approach to training delivery. It is suitable for reaching a wide range of stakeholders and can be rolled-out at sub-national and local levels. First, potential trainers/facilitators are selected. They then take part in the training that they will be delivering, and are equipped with basic training delivery skills. The trained trainers then deliver the training to participants. Samuhik Abhiyan and its partner, the Livelihoods and Forestry Program, have used this approach successfully in seven hill districts in the eastern and western development regions of Nepal; the approach is ideally suited to the Hariyo Ban Program. A group of trainers/facilitators should be selected (perhaps from NGO partners) and then trained to deliver sessions on Hariyo Ban's three thematic components at the district and local levels. Trainers/facilitators from government regional training centers and

civil society organizations in each landscape should also be trained and then mobilized at district/local level. The assessment team recommends that a core group of central/federal/landscape-level trainers is trained up to deliver the packages presented at the end of this Chapter.

Coaching and Mentoring

The Coaching and Mentoring approach is useful for developing the implementation capacity of target groups and institutions. The approach helps to ensure that training is not purely event driven, and that knowledge and learning from training sessions is applied effectively when the training event is over. This is achieved by the mentor or coach first providing training sessions, and then meeting training participants to provide follow-up support. The Hariyo Ban Program should use this approach in the design and delivery of training packages for local-level resource persons and citizen scientists.

Mass Education

As the name suggests, the Mass Education approach to training delivery is effective at reaching a large number of participants. The Hariyo Ban Program should use this approach to deliver training on how to carry out public hearings/public audits, the preparation of

forest operational plans for Community Forest User Groups, and to provide basic conservation education at the local level. Local youth could be successfully mobilized to deliver mass education training through street theater performances, music and song events, and orientation sessions for schools. The Hariyo Ban Program should provide training for local youth in this regard.

In-House Training/Orientation Sessions

The conventional in-house training/orientation approach is popularly used to develop the knowledge and skills of project and program staff at a variety of different levels. It is particularly useful for developing the knowledge and skills needed to achieve program/project goals and objectives. The Hariyo Ban Program should use this approach to help program staff to better understand program concepts and terminology, and to understand the way in which the program's thematic components link to its cross-cutting themes. In house orientation sessions can be used to develop the capacity of Program staff to carry out result-based monitoring, and output tracking for each program activity.

Collaborative Approach

The Collaborative approach is suitable for smaller numbers of participants, or if only a limited number of trainer providers are available to cover a particular topic. If other organizations have already developed training packages that are relevant to Hariyo Ban partners and stakeholders, Hariyo Ban should approach these organizations for training or training manuals/materials. The Program could also collaborate with institutions such as the Nepal Tourism Board in providing community-level training to local resource persons and citizen scientists (e.g. trekking guide training/eco-trek training etc.).

Tailored Approach

Key actors in partner organizations and other stakeholders need more exposure to global developments in, and cutting-edge approaches to natural resource management. Topics include Community Based Climate Change Adaptation, and Payment for Ecosystem Services, and others for which training is not available locally. In some cases, these needs can be met by sending selected participants to training events held abroad. Training of this kind should always be part of an individual capacity development plan, and those selected should disseminate

the new knowledge as widely as possible following training. It may however, prove more effective to bring trainers to Nepal to deliver customized courses.

Selected participants may also go on exposure visits, and attend conferences and other forums both at home and abroad. Exposure visits are a very effective way to promote the exchange of information among peer groups in different locations, and to encourage the uptake of new approaches. Conferences and similar events are a good way to help selected participants stay abreast with emerging developments relevant to the Hariyo Ban thematic components. International travel is much sought after, and the Hariyo Ban Program must be strategic in its selection of both participants and suitable training events and conferences.

Suggested Strategies

The set of training strategies that follows were designed to address the gaps identified in chapter two of this report. Each strategy is linked to a specific gap and is accompanied by a short, analytical reflection on that gap, followed by a series of steps needed for the effective implementation of the strategy. Strategies are recommended for the design, delivery and evaluation stages of the training management cycle.

Strategy 1: Strengthening the Training Cycle Management Process

Gap Analysis: Several of the identified gaps are common to all three thematic components. These include training programs that link to the other two thematic components; and generally low levels of awareness and conceptual clarity. This lack of clarity is particularly visible in emerging issues such as REDD+, climate change adaptation, and sustainable landscapes. Respondents also highlighted a pressing need to raise stakeholders' awareness about the policy and legal provisions relating to conservation and natural resource management. Better awareness should result in better compliance.

Consolidated training packages for the forestry, agriculture and livestock sectors that include clear links to each program component will enhance the overall effectiveness of training delivery which in turn will help to make conservation efforts more efficient and effective.

The selection of appropriate participants (i.e. those who actually need training) must also be addressed.

The monitoring and evaluation of most current training programs is limited to an assessment of the achievement of learning objectives. Data to assess the practical impact of training at the community level is currently lacking.

Strategy 1: *Ensure that every training program is appropriately designed, effectively implemented and robustly monitored in order to achieve results and create sustainable impact.*

- 1.1. Design/deliver modular conservation training packages that contain logical links to each thematic component and each related sector.

Strengthen the capacity of regional forestry, livestock and agriculture training centers so that they can develop and deliver modular training packages on conservation to communities and to government staff.

- 1.2. Design effective participant selection mechanisms for each training program to help ensure that the learning is effectively translated into action when the training is over.

The following mechanism may be used to implement strategy 1.2: a) Devise a form for potential participants to complete. b) Develop a list of selection criteria. This could include academic qualifications, job, and previous training attended etc. c) Invite applications for participation. d) Select only those applicants who satisfy the pre-determined criteria.

- 1.3. Take measures to ensure that the assessment of participants' ability to turn learning into action following training programs is an integral part of training cycle management.

- 1.4. Carry out classroom and non-classroom based training at the local, district, regional and central-levels.

Site-Level: Carry out incentivized orientation sessions on the Hariyo Ban thematic components. Carry out site-specific conservation skills training coupled with income generation support activities.

Site-level training initiatives should not be limited to the classroom. In addition to classroom-based training, the following types of training should be organized:

- a. Exposure visits for participants to observe successful initiatives related to the Hariyo Ban Program themes. These should take the form of "traveling seminars" – learning takes place during the exposure visit; this is followed by reflection; the participants then use the learning to make changes to their own sites and to prepare for exposure visits from others.
 - b. On-the-job training for school and college drop outs: participants become interns at a pilot site for a fixed period of time, thus gaining exposure to Hariyo Ban Program interventions.
 - c. Orientation programs on biodiversity and climate change for trekking guides: these should take place as part of the Eco-Trek Seminar that is organized by trekking agencies and held in a conservation area. Attempts should be made to involve the Nepal Tourism Board which would give additional credibility to the orientation programs and help to create synergy.
-

District-level: Run a series of training programs for government line agency and NGO staff based on Hariyo Ban's thematic components and cross cutting issues. A *Training of Trainers* approach should be used to develop a group of local-level trainers.

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- a. The Training of Trainers program should be mainly classroom-based.
 - b. Selected government and NGO participants should be developed as 'lead trainers'
 - c. The lead trainers should be mobilized to train other stakeholders, particularly members of community level groups.
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Regional and Central-level: Organize learning and sharing workshops to provide high-level central and regional level stakeholders with opportunities for exposure to up-to-date ideas and concepts, and consultation with national and international experts. Workshops should be organized periodically.

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- a. Programs for high-level government officials covering emerging contemporary issues in climate change, biodiversity, and sustainable landscapes.
 - b. An annual national forum on Hariyo Ban's thematic components and cross-cutting themes can provide a useful platform for discussion for PhD students.
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1.5. Training should be designed to include periodic on-site coaching and follow-up support. This will help participants to better translate learning into action.

1.6. Create a pool of skilled, gender-sensitive 'lead trainers' from (particularly regional level) civil society organizations. Conduct training/provide technical support and ensure that finance and other forms of tangible support are made available. This will help to ensure that learning is translated into practice.

1.7. The Hariyo Ban Program consortium should hold team building events, organize study visits, and hold periodic round table discussions to promote the cross-fertilization of learning amongst partners. Such activities will also ensure that consortium partners remain up-to-date on emerging issues and that a common understanding of key issues is developed.

If local resource persons and citizen scientists are to provide effective coaching and mentoring services at the community level, it is important to develop their skills and knowledge. This is crucial for the achievement of both Hariyo Ban's overall goal, and its community-level objectives. The following action is needed:

- a. Develop local resource persons as social mentors, and citizen scientists as technical mentors.
- b. Provide training for local resource persons on social mobilization techniques so that they are able to provide support to communities for Payment for Ecosystem Services initiatives, advocacy initiatives, early warning initiatives, and human-wildlife conflict prevention.
- c. The training packages developed for local resource persons should include: REDD+; carbon measurement; orientation sessions on local/community/national adaptation plans; gender and social inclusion; biodiversity conservation; climate change; livelihood promotion; and good governance.
- d. Local resource persons should be encouraged to link community adaptation plans with mainstream local level development plans.
- e. Citizen scientists must develop the capacity to provide community level technical back-up support.
- f. The training packages developed for citizen scientists should include: wildlife monitoring; biodiversity; species monitoring; Geographical Information Systems; Global Positioning Systems; using cameras; carbon measurement; Integrated Community Based Vulnerability Assessment; early warning systems; and change monitoring.
- g. Training for citizen scientists should cover the role, function and availability of local resource persons.
- h. A number of joint-training sessions must be held to establish links between local resource persons and citizen scientists.
- i. Dalits, indigenous peoples, and other marginalized groups should be encouraged to take on the role of local resource person or citizen scientist. A priority weighting system for these groups will be used during the selection process. It is hoped that initially, 33% of all resource persons/citizen scientists will be from these groups, with an increase to 50% within the next two years.

Strategy 2: Mobilizing the Media

Gap Analysis: The effective use of local and national level media can have a significant positive effect on levels of public awareness about contemporary issues in biodiversity and climate change. Since those working in print, broadcast and electronic media seem to lack clarity about both Hariyo Ban's thematic components and cross-cutting themes, there is a need for training. The current practice of delivering training to journalists en-masse, is not effective at addressing the needs of different media sectors.

Strategy 2: *Develop the capacity of local and national media organizations to disseminate timely and accurate messages related to Hariyo Ban's thematic components and cross-cutting themes.*

- a. The criteria used for the selection of resource persons should include: knowledge and experience of contemporary issues in gender and social inclusion; ability to link current and emerging issues to existing training frameworks/practices; able to use approaches to training that interest and motivate participants.
- b. Issues of gender and social inclusion should first be integrated into climate change training initiatives (the concept of climate change, differentiated impact, adaptation planning etc.) and then integrated into the remaining thematic components and cross cutting themes. This is likely to be a more successful approach than delivering stand-alone training on the principles of gender and social inclusion.
- c. All trainers/facilitators should be gender and social inclusion-sensitive. Climate change and biodiversity conservation training should address the different learning needs of women, men, dalits, Madheshis, and marginalized janajatis. Trainers and facilitators must create an enabling training environment and safe learning spaces to encourage the participation of women and socially excluded groups.
- d. Put together a comprehensive roster of resource persons for each thematic component/cross cutting issue so that they may be quickly mobilized as and when required.
- e. If no national experts are available, experts from abroad may be brought in to deliver advanced level training on biodiversity identification and registration, climate change adaptation tools and techniques, and other relevant topics.

- 2.1** Deliver orientation and coaching sessions on Hariyo Ban's thematic components for media personnel at all levels in order to ensure that reporting is accurate and complete.
- 2.2** Training for the media should focus on ways to communicate climate change and biodiversity messages to the public and on media advocacy skills.
- 2.3** Include environmental journalism as a component of academic courses on development journalism.

Universities offering degrees in development journalism should be asked to consider including a component on environmental journalism in their current courses. This would help to shorten the often lengthy process of curriculum development. This process should be initiated in partnership with the Nepal Forum of Environmental Journalists to provide credibility and synergy.

Strategy 3: Creating Links to Local Bodies

Gap Analysis: Local bodies (DDCs, municipalities and VDCs) play a pivotal role in the local development process. It is therefore crucially important to develop the capacity of these agencies to work with Hariyo Ban's thematic components and cross-cutting issues. Staff at the majority of sample DDCs was not aware of current conservation-related policies, strategies, or practices. Developing the capacity of local bodies to work with these issues will help to link Hariyo Ban to other local development programs and conservation initiatives. Links to local planning processes through Ward Citizens' Forums can also be created. Biodiversity and conservation issues could also be usefully discussed at Citizen Awareness Center meetings which provide a platform for excluded and marginalized groups to identify and discuss issues, and to develop a plan of action to resolve local problems.

Strategy 3: *Develop the capacity of local bodies to work with Hariyo Ban thematic components and cross-cutting themes.*

- 3.1.** Organize orientation programs on the fundamentals of biodiversity, climate change and sustainable landscapes for selected thematic committees in local bodies (e.g. disaster management committees, forest coordination committees, environment committees etc.).

- 3.2.** Develop the capacity of local bodies to use community based vulnerability and capacity assessment tools in local development programs.

Strategy 4: Creating Links between Research Institutes, Universities and Training Centers

Gap Analysis: There is no mechanism for ensuring that current research and thinking relevant to Hariyo Ban's thematic components and cross-cutting issues links directly to Hariyo Ban related training programs. In order to ensure richer training content that is more relevant to the needs of stakeholders, government agencies, research institutes, universities and training organizations should regularly share the content of their training initiatives. This process would also help to keep training curricula relevant and up-to-date. In addition, the process presents an opportunity for organizations to integrate REDD+, climate change adaptation, and other new and emerging issues into a wide range of curricula.

Strategy 4: *Create links between research institutions, universities, and training centers to share knowledge and to ensure that Hariyo Ban related training content is relevant and up-to-date.*

- 4.1.** Create opportunities for research institutes, universities and training centers to share knowledge about Hariyo Ban's thematic components and cross-cutting issues, and knowledge about training design/training policy development. Incorporate outcomes of knowledge sharing into training curricula.

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- a. Create a roster of relevant research institutes and universities (mainly national level/foreign). Encourage researchers to share their findings with prominent training institutes.
 - b. Create a platform for research institutes and training institutes to come together to explore topics related to Hariyo Ban's thematic components and cross-cutting issues and how these can be incorporated into training curricula. This should create an enabling environment for the on-going task of keeping curricula relevant and up-to-date.
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- 4.2.** Create opportunities for national and international organizations to share their knowledge and experience on topics related to Hariyo Ban's thematic components and cross-cutting themes. Encourage the sharing knowledge and ideas about the latest technologies and new and emerging themes in conservation and development.

Invite trainers and experts from relevant international organizations to conduct Training of Trainers workshops for national experts. Topics chosen should be those in which Nepal currently lacks expertise. This learning can then be cascaded down to government staff, civil society organizations and local communities to create a pool of skilled human resources.

Send representatives from the Government of Nepal, the Hariyo Ban Program consortium, civil society organizations, and local communities to participate in international meetings conferences and workshops. Knowledge and learning can then be shared locally. Attending such events will also help to promote Hariyo Ban internationally.

Support national and international events (discussion forums, workshops, conferences etc.) that are relevant to Hariyo Ban Program themes to encourage proactive learning and the widest possible exchange of knowledge and skills.

Strategy 5: Promoting Sensitivity to Issues of Gender and Social Inclusion

Gap Analysis: Although gender and social inclusion training has been delivered in the past, it has had a negligible impact on actual practice which is neither gender sensitive nor socially inclusive. Policy and legislation is yet to be effectively translated into practice, partly because it is poorly understood, and partly because of a reluctance caused by prevailing social attitudes. Training aimed at promoting a common understanding of existing policy should be carried out along with legal education and policy advocacy initiatives.

Strategy 5: Support all stakeholders to ensure that training design, training delivery, program implementation, and institutional structures are gender sensitive/responsive and socially inclusive/responsive.

- 5.1. Deliver sensitization programs for service providers to help them better ensure that women, *dalits*, and other excluded groups participate equally in community organizations, have equal access to finance, and have equal access to markets.
- 5.2. Deliver training at the institutional level that focuses on: a) bringing

gender and social inclusion issues into mainstream development planning and implementation, and b) in-depth analytical tools that support program implementation and monitoring processes.

- 5.3. Develop the capacity of women, *dalits*, and excluded groups to take on leadership roles in natural resource management. This will improve their access to resources, increase their participation in decision making processes, and will lead to a more equitable sharing of benefits.

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- a. Women, *dalits*, and other excluded groups are vulnerable to domestic and other kinds of violence. Leadership training should include sessions on strategies to cope with and mitigate domestic and other kinds of violence.
 - b. Men should also be included in gender training and sensitization initiatives. A gender analysis matrix exercise should be carried out to raise men's awareness about women's roles, and women's workloads. Such an exercise will help to address both practical and strategic gender training needs. Additional sensitization programs covering practical options for reducing drudgery and sharing workloads (bio-gas plants, improved cooking stoves etc.) should also be run.
 - c. Integrate gender and social inclusion issues into the mainstream planning and implementation processes of all biodiversity and climate change initiatives.
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- 5.4. Deliver orientation sessions on the legal provisions for gender and social inclusion that relate to Hariyo Ban's thematic components and cross-cutting issues for all stakeholders (particularly district-level government line agencies, community organizations, and civil society organizations).

Strategy 6: Strengthening Institutional Governance

Gap Analysis: Although the institutional governance of community groups (including Community Forest User Groups) is slowly improving, many gaps are yet to be addressed. Many groups lack proper systems and processes. There is also a lack of mechanisms to ensure compliance with regulations, policies and legislation. Better governance increases institutional sustainability and is instrumental in the promotion of conservation activities.

Strategy 6: Promote broad-based good governance practices at the institutional-level so that institutions may gain the trust of the communities in which they operate; increase their bargaining power; and speak for their stakeholders (the people) in a credible and confident manner.

- 6.1. Make amendments to governance training curricula to include emerging themes in good governance and other relevant issues.

Governance training curricula should cover the following topics: how to ensure democratic practices; leadership development; internal control systems for finance and programming; dealing with conflicts of interest; effective human resource management; human resource mobilization; periodic monitoring of terms of reference; capacity development; and other relevant topics.

Strategy 7: Ensuring Sustainable Livelihoods

Gap Analysis: Although a number of livelihoods related training packages are currently available (mainly at the community level) the positive impacts of such training on local communities is negligible. Most livelihoods related training is not directly linked to conservation activity, nor does it come with follow-up support, financial support, or support for gaining access to markets.

Strategy 7: Deliver livelihoods related training programs linked to conservation, climate change, and sustainable forest management interventions in order to promote green enterprises and create enterprise opportunities.

- 7.1. Carry out a critical assessment of the needs of local entrepreneurs, and local enterprise opportunities, in order to identify feasible enterprise initiatives.
- 7.2. Deliver extended vocational training programs with a priority focus on managing livestock and adopting commercial agricultural practices.
- 7.3. Design and deliver skills development training which supports biodiversity conservation-oriented income generation activities at the community level. Training should also link participants to local financial institutions and cooperatives, service providers, markets, and production centers.

- 7.4. Design and deliver biodiversity conservation related income generation training that focuses on green enterprise development; this will help to ensure the long-term sustainability of each enterprise.

Identify groups and communities that are solely dependent on forest resources/rivers and lakes for fishing etc. and delivery training on alternative livelihood options.

- 7.5. All Hariyo Ban Program related training should be designed/delivered only after giving critical consideration to the following:

- a. Existing training materials, manuals, strategies and policies in government and non-governmental organizations
 - b. The number of training programs delivered in the past
 - c. Impact of previous training (behavior change/translating learning into practice etc.)
 - d. Stakeholder positions on thematic components and cross-cutting themes
 - e. Mechanisms to ensure that behavior change takes place/learning is translated into practice.
 - f. Ensuring that gender and social inclusion/governance training focuses on the use of analytical tools/techniques, and links to biodiversity, climate change and sustainable landscapes.
 - g. Ensuring that livelihood training focuses on the skills needed for biodiversity conservation-related enterprise promotion; ensure access to resources, links to finance and service institutions, links to markets, and value chain analysis are also covered
 - h. Before livelihood training takes place, a mechanism to ensure access to financial support services, technical back-up services, and periodic mentoring and follow up services should be in place
 - i. Ensure that training on Hariyo Ban's three thematic components is meaningfully linked to livelihoods promotion at the community level, effective implementation at the district-level, and policy advocacy at the central-level
 - j. Ensure the availability of mid-level technical resource persons by working with the Federation of Nepalese Chambers of Commerce and Industry, government line agencies, and other relevant organizations
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Recommended Training Packages

The assessment team recommends that training packages are developed to address each of the Hariyo Ban thematic components and cross cutting issues. Recommendations regarding costing, evaluation, and delivery are given below. A complete list of recommended training packages can be found in Annex 7.

Costing

The cost of delivering different training packages will vary depending on the number of participants, the type of training (residential

or non-residential), cost of trainers and resource persons, venue hire costs (if any) and other factors. Costs for each training program should therefore be calculated individually.

Evaluation

Evaluation should be carried out at a number of different levels:

- Pre-testing should be carried out (if indicated), to determine participant attitudes and current skill and knowledge levels.
- For training programs of more than ten days duration, a mid-course evaluation should be carried out to assess the relevance of content and methodology, and the effectiveness of the facilitation.
- For all training programs there should be an end of course evaluation to assess the increase in knowledge/skills and changes in attitude, if any.
- Evaluation should assess the overall effectiveness of the training, and determine whether action plans have been prepared to ensure follow-up activity.
- Structured questionnaires and other evaluation tools should be developed prior to the training.
- Training programs for local resource persons and citizen scientists should include an additional action plan for community follow-up and on-site coaching activities. A monitoring mechanism for this should also be in place.

Training Design and Delivery

Effective Facilitation

- Introductory opening sessions should be short. The facilitator should consult with the training organizer as to the degree of formality required.
- Training design should take into consideration the different roles and capacities of women, men, *dalits*, *Madheshis*, and marginalized *janajatis* in conservation and climate change.
- Facilitators must link session contents to previous sessions and to future sessions.
- Training sessions should be lively and dynamic and utilize games, songs, stories and slogans to energize and motivate participants.

- Facilitators should make a continuous assessment of participant understanding by asking questions and carrying out short assessment tasks (see facilitator guides).
- Facilitators must ensure that training starts and finishes on time.
- Facilitators must ensure that the 'ground rules' for the training are adhered to by all.
- The training should be learning focused and include time for discussion and reflection. The primary aim of the training is not simply to get through the material.
- Facilitators must ensure that there is open, two-way communication among participants and between the facilitator and participants.

Training Materials/Training Methodology

- Promote active participation through group exercises, action learning, games, simulations and role plays.
- Use multiple training methodologies for each session as suggested in the facilitator guides.
- Try to cut down on trainer-talking time and lengthy explanations – keep the focus on the practical needs of the participants.
- Select presentation and delivery methods that take into consideration the amount of time available and the needs/interests of participants.
- Ensure that there are sufficient quantities of different colored cards (meta-cards), flip-chart paper, tape, and marker pens available for each training session.
- Ensure that any pictures or visuals used are not misinterpreted and that subsequent discussion does not cause the session to go 'off track'.
- Ensure that Power Point slides and other multimedia materials can be adapted to venues where electrical equipment is not available.

Gender Sensitivity

- The facilitator should ensure that all discussion that takes place during the training is gender sensitive.

Other Logistics

- If participants are entitled to training allowances, facilitators should consult with training organizers to ensure that these are made available. Allowances should start to be distributed during the first formal break in the training.

Operational plan

The operational plan below covers training recommendations for the whole of the remaining Hariyo Ban program cycle. Recommended training programs are prioritized based on stakeholder responses

during the needs assessment, and on Hariyo Ban program documents including the operational plan. In the tables that follow, I = high priority, II = medium priority, and III = a lower priority.

Biodiversity Conservation Training

Name of Training	Participants and Level	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Fundamentals of biodiversity (concepts and approaches)/Climate change and biodiversity conservation	Central-level staff from the Hariyo Ban consortium National level media	√				I
Biodiversity monitoring (including the latest monitoring technologies)	Central and district-level conservation staff from the Department of National Parks and Wildlife Conservation, and those working in national parks and wildlife reserves.	√				II
Training of Trainers on the Fundamentals of biodiversity (concepts approaches, importance and its linkage to livelihoods)	Government staff at district-level Hariyo Ban Program staff Staff from partner organizations District-level civil society organizations and NGOs		√			I
Training of Trainers on Basic Knowledge and Skills of Biodiversity Conservation	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations Local level media	√				I
Training of Trainers on Combating Poaching and Controlling the Illegal Wildlife Trade	Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			III
Training of Trainers on Habitat Management	District-level conservation staff Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			III

Sustainable Landscapes Training

Name of Training	Potential Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Orientation session on Sustainable Landscapes	Central and Regional level Government staff Hariyo Ban Program staff Central-level staff at partner organizations Central-level civil society organizations and NGOs	√				I
REDD+: technical/social aspects & methodology (including Social and Environmental Standards, taking a carbon inventory, setting REL, & MRV)	Hariyo Ban Program staff Central-level staff at partner organizations Central-level civil society organizations and NGOs		√		√	II
Cutting edge technologies in carbon mapping (LAMP & LiDAR)	Central-level technical staff from partner organizations	√				I
Training of Trainers on an Orientation to Sustainable Landscape Management	District-level Government staff Hariyo Ban Program staff Staff from partner organizations Civil society organizations and NGOs		√	√		II
Tackling the drivers of deforestation in Nepal (training/orientation session)	District-level staff from partner organizations, NGOs, community organizations and support groups		√	√		III
Workshop on the preparation of a project design document for REDD+	Policy level government staff Central-level civil society organizations		√			II
Training of trainers on the basic concepts and skills of REDD+, carbon measurement, species monitoring, payment for ecosystem services, and advocacy skills	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√	√		III
Scientific Forest Management (concepts and methods)	Local resource persons District-level representatives from the Federation of Community Forest Users Nepal, representatives from district line agencies, district-level media, buffer zone management committees, and other conservation groups		√	√		III

Climate Change Adaptation Training

Training Title	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Training of Trainers: Orientation session on developing a common understanding of climate change and its impacts and / climate change adaptation	Central and regional level Government staff Central-level Hariyo Ban staff program staff National level civil society organizations National level media Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	√		√		I

Training Title	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Training of Trainers on Climate Change Fundamentals (basic concept, local impacts, national and local responses and role of communities / community groups)	District-level Government staff Field level Hariyo Ban staff District-level civil society organizations and Hariyo Ban partner organizations Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	√	√			I
Training of Trainers on Climate Change, Integrated Vulnerability Assessment and Adaptation Planning	Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			II
Training of Trainers on Participatory Monitoring Evaluation, Reflection and Learning	District-level Government staff Field level Hariyo Ban staff District-level civil society organizations and Hariyo Ban partner organizations Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			I
Training of Trainers on integrating community and local adaptation (CAPA/LAPA) plans into mainstream economic planning	District-level Government staff Field level Hariyo Ban staff District-level civil society organizations and Hariyo Ban partner organizations Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√		√	I
Training of Trainers on inter-linking training with biodiversity conservation and sustainable landscape management	District-level Government staff Field level Hariyo Ban staff District-level civil society organizations and Hariyo Ban partner organizations Local resource persons Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations			√		III

Training on Cross Cutting Themes (Livelihoods /Gender and Social Inclusion/Governance)

Name of Training	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Pilot workshops/ training packages on sustainable livelihoods	Central and regional level Government staff Central-level Hariyo Ban staff National level civil society organizations National level media		√	√		II
The Fundamentals of Effective Organizational Governance	Central and regional level Government staff Central-level Hariyo Ban staff National level civil society organizations National level media		√			I
Training of Trainers on Gender and Social Inclusions (concepts/ analysis/tools)	Central/regional/district-level Government staff Central/field level Hariyo Ban staff National/district-level civil society organizations National level media District-level partner organizations	√	√	√		I

Name of Training	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year V	
Training of Trainers on Gender and Social Inclusion (monitoring/auditing/impact analysis)	Central and regional level Government staff Central-level Hariyo Ban staff National level civil society organizations National level media			√		III
Training of Trainers on Gender and Social Inclusion (monitoring/auditing/impact analysis)	District-level Government staff Field level Hariyo Ban staff District-level civil society organizations District-level partner organizations		√			II
Training of Trainers on Leadership Development in Natural Resource Management	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	√		√		II
Training of Trainers on Green Enterprises (site-based)	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			I
Good governance and advocacy in Natural Resource Management	Poor, vulnerable and socially excluded groups		√	√		II

Other Training

Name of Training	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year IV	
Team Building/ Appreciative Inquiry	Central, landscape and district-level Hariyo Ban Program staff Central-level Government staff	√				II
Monitoring and Evaluation in the Hariyo Ban Program context	Central and Regional level Government staff Hariyo Ban Program Staff Central –level staff from partner organizations Central-level civil society organizations/NGOs	√				I
Training of Trainers on Result Based Monitoring and Evaluation	District-level Government staff Hariyo Ban staff Staff from partner organizations District-level civil society organizations and NGOs		√			II
Training of Trainers on Case study writing/documenting qualitative information	District-level Government staff Local resource persons District-level civil society organizations and NGOs			√		III
Training of Trainers on Self Assessment and Documentation	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations		√			II
Training of Trainers on Performance Management and Evaluation for Organizations	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations			√		III
Exposure visits	Central Government Officers/Parliamentarians			√		II

Name of Training	Level and Participants	Suggested Time Frame				Priority
		Year II	Year III	Year IV	Year IV	
Local knowledge sharing/study visits	Leaders of Community Forest User Committees/Conservation Area Management Committees/Buffer Zone Management Committees and representatives from poor, vulnerable and socially excluded groups.			√		II
Capacity building for local resource persons	All Hariyo Ban Program local resource persons	√		√		II
Capacity building for citizen scientists	All Hariyo Ban Program citizen scientists		√	√		II
Training of Trainers on Designing a Communications Strategy and a Monitoring and Evaluation Strategy	Central-level Government staff Central-level Hariyo Ban Program staff District-level civil society organizations and NGOs	√				I
Training of Trainers on Media Partnership and Audience Engagement Skills	District-level Government staff District-level Hariyo Ban Program staff District-level civil society organizations and NGOs		√			II
Training of Trainers on Developing and Using Communication Tools and Techniques	District-level Government staff Hariyo Ban Program staff Staff from partner organizations District-level civil society organizations and NGOs			√		II
Training of Trainers on Effective Communication Skills	Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations					I

Annex 1

List of respondents and participants

1. Key Informant Interviews

SN	Name	Position	Office/Address
1.	Ms. Munni Gautam Upadhyaya	Chief/Training Officer	Central Regional Training Center, Lalitpur
2.	Mr. Ram Singh Thapa	Asst. Planning Officer	Department of Soil Conservation and Watershed Management
3.	Mr. Resham Bahadur Dangi	Joint Secretary/Chief	REDD+ Forestry and Climate Change Cell, MoFSC
4.	Mr. Pashupati Koirala	Under Secretary-Tech	National Forest Division, Department of Forests
5.	Mr. Shyam P. Sharma	Under Secretary-Tech	Community Forestry Division, Department of Forests
6.	Dr. Maheshwor Dhakal	Ecologist	Department of National Parks and Wildlife Conservation
7.	Mr. Baburam Bhandari	Chief/ Training Officer	Training Section, Human Resource Division, MoFSC
8.	Mr Yubaraj Adhikari	Section Officer	MoFALD, Environment Section
9.	Mr. Chabilal Subedi	Section Officer	MoHA, Emergency Section
10.	Mr. Keshab Raj Dhakal	NJA	Kathmandu
11.	Mr. Nagendra Lamsal	NEFEJ	Kathmandu
12.	Mr. Ishwari BK	Member NDF	NDF Kathmandu
13.	Dr. Netra Timsina	President NFN	NFN Kathmandu
14.	Mr. Lila Baniya	Planning Officer, NTB	NTB, Kathmandu
15.	Mr. Dipak Acharya	Section Officer	MoFSC, Babarmahal, Kathmandu
16.	Mr. Pashupati Koirala	National Forestry Section	MoFSC, Babarmahal, Kathmandu
17.	Ms. Meena Khanal	Joint Secretary	MoEnv, Kathmandu
18.	Mr. Indrahari Paudyal	Training officer	Agricultural Training Centre, Lalitpur

2. Focus Group Discussions

SN	Name	Position/Representation	Office/Address
1.	Mr. Lila Ballav Neupane	Chairperson	Nava Jyoti BZCFUG, Gitanagar Chitwan
2.	Mr. Bhagirath Timalseña	Annapurna Milk Producer's Cooperative	Gitanagar, Chitwan
3.	Mrs. Kamala Paudel	Women Group	Gitanagar, Chitwan
4.	Mr. Lok Bandhu Paudel	Secretary	Nava Jyoti BZCFUG, Gitanagar Chitwan
5.	Mr. Jhalak KC	Fish rearing group	Nava Jyoti BZCFUG, Gitanagar Chitwan
6.	Mr. Hari Prasad Adhikari	NTPP production group/ Cooperative group	Nava Jyoti BZCFUG, Gitanagar Chitwan
7.	Mrs. Sabitra Adhikari	Member, Mother Group	Nava Jyoti BZCFUG, Gitanagar Chitwan
8.	Mr. Tarapati Bhushal	Chairperson	Community Library (KP Bachanalaya, Gitanagar Chitwan)
9.	Ms. Ambika BK	Local Resource Person	Hariyo Ban/CARE/Gitanagar
10.	Ms. Sabita BK	Member Secretary	Community Learning and Awareness Center (CLAC), Chitwan
12.	Mr. Rudra Panta	Youth representative/UG	Gitanagar, Chitwan
13.	Ms. Binda BK	Member/ Dalit Women	CLAC, Chitwan
14.	Mr. Man Bahadur BK	Dalit Representative/ Member	BZCFUG, Chitwan
15.	Mr. Ram Psd Timalseña	Treasurer	BZCFUG, Chitwan
16.	Mr. Bir Bahadur Tamang	Indigenous group representative	BZCFUG, Chitwan
17.	Mr. Sudarshan Koirala	Teacher/ SACCOS advisor	GauriShankar HSS/ Sagarmatha SACCOS

SN	Name	Position/Representation	Office/Address
18.	Mr. Padam Bdr Shrestha	Bakaiya Thakur CFUG	Nijgadh, Bara
19.	Mr. Amir Lal Chaudhary	Baram Baba CFUG	Nijgadh Bara
20.	Ms. Min Maya Lama	Mahila Chelibeti Milk Production Cooperative	Nijgadh, Bara
21.	Mr. Laxman Dhital	Bakaiya Irrigation Users Committee	Bakaiya CFUG, Krishi Kalyan Shahakari
22.	Mr. Asha Lal Shyangtan	Bakaiya CFUG	Nijgadh Bara
23.	Ms. Min Maya Lama	President	Mahila Chelibeti milk production cooperative
24.	Ms. Mira Pokhrel	President	Nagmani Women CFUG
25.	Mr. Ganesh Karki	Janajyoti CFUG	Nijgadh Bara
26.	Mr. Karna Bdr Lama	Aadarsha CFUG	Nijgadh Bara
27.	Mr. Chudamani Chaulagain	President, Janajagaran youth Club and Teacher	Nijgadh Bara
28.	Ms. Laxmi Goutam	Swabhiman Milk production cooperative	Nijgadh Bara
29.	Mr. Bishnu Lal Shrestha	VDC representative/assistant	Nijgadh, Bara
30.	Mr. Siddhi Lal Lama	President, Nepal Tamang Ghedung Sangh	President
31.	Mr. Narayan Goutam	CFUG representative	Nijgadh
32.	Mr. Gobinda Goutam	Secretary	Sahid Hiralal Youth Club
33.	Mr. Bishnu Pd Goutam	CFUG representative	Nijgadh, Bara
34.	Mr. Nirmal Kumar KC	User representative	Nijgadh Bara
35.	Mr. Raj Kumar Thapa	CFUG representative	Nijgadh Bara
36.	Ms. Sarita BK	Mother group	Tanahun
37.	Ms. Bal Kumari Thapa	CFUG	Bandipur, Tanahun
38.	Ms. Hira Kumari Magar	Mother Group	Sauna Pane, Tanahun
39.	Mr. Pashupati Ghale	Cooperative Organization	Bandipur, Tanahun
40.	Ms. Chanda Ale	Mother Group	Tanahun
41.	Ms. Mandira Ale	Mother Group	Tanahun
42.	Ms. Sukamaya Ale	CFUG	Tanahun
43.	Mr. Hararam Thapa Magar	Representative WCF	Tanahun
44.	Ms. Sukamaya BK	President, Himchuli Bal Bikash Kendra	Tanahun
45.	Ms. Sukamaya Ghale	CFUG	Tanahun
46.	Ms. Minu Ale Magar	Member, CLAC group	Tanahun
47.	Ms. Binu Thapa Magar	President, CFUC	Tanahun
48.	Ms. Shanta Kumari Thapa	Member, CLAC group	Tanahun
49.	Mr. Krishna Bahadur Ale	Representative, Jetha Ba Samuha	Tanahun
50.	Mr. Lal Bahadur Ale	PTA Chair	Ram Primary School, Tanahun
51.	Mr. Govinda Raj Adhikari	FECOFUN	Tanahun
52.	Mr. Nar Bahadur Ale	Consumer Cooperative Association	Tanahun
53.	Ms. Dil Kumari Shrestha	Mother Group	Tanahun
54.	Mr. Ram Kumar Rana	Representative, Dirking Water Users Group	Tanahun
55.	Ms. Durga Lakshmi Shrestha	President, Mother Group	Tanahun
56.	Mr. Purna Singh Rana	President, Cooperative Organization	Tanahun
57.	Ms. Dikshya Ghimire	LRP	Hariyo Ban Program, Tanahun
58.	Mr. Chiranjibi Dhungana	CFUC	Layakpur, Kailali
59.	Ms. Kamala Devi Saud	CFUC	Layakpur, Kailali
60.	Mr. Bal Bahadur KC	CFUG	Layakpur, Kailali
61.	Mr. Dan Bahadur Sunar	Representative, Drinking water Users Committee	Layakpur, Kailali
62.	Mr. Abi Lal Pulami	CFUC	Layakpur, Kailali
63.	Ms. Sarashwati Rawal	Mother Group	Layakpur, Kailali

SN	Name	Position/Representation	Office/Address
64.	Ms. Sarita Sodari	Mother Group	Layakpur, Kailali
65.	Ms. Bhagawati Dgungana	Member, Cooperative Organization	Layakpur, Kailali
66.	Ms. Durga Chaudhari	CFUG	Kailali
67.	Mr. Damodar Joshi	President, Youth Club	Layakpur, Kailali
68.	Ms. Sun Maya Saru	CFUC	Kailali
69.	Mr. Karna Rawal	RRI	Kailali
70.	Ms. Dewata Rijal	FO	Hariyo Ban Program, Kailai
71.	Mr. Sudarshan Rawal	Member Youth Club	Layakpur, Kailali
72.	Ms. Bina Sunar	CFUG	Layakpur, Kailali
73.	Ms. Sanumaya Sunar	CFUG	Layakpur, Kailali
74.	Mr. Dipendra KC	CFUG	Layakpur, Kailali
75.	Mr. Karna Saud	CFUG	Layakpur, Kailali

3. Interactions Government Staff, Implementing Partners and Civil Society Organizations

SN	Name	Position/Representation	Office/Address
1.	Mr. Abdul Ansari	Co Manager	Terai Arc Landscape, Sauraha
2.	Mr. Prem Paudel	Program Officer	Terai Arc Landscape, Sauraha
3.	Mr. Anil Rai	Monitoring Officer	WWF, Hariyo Ban, Sauraha
4.	Mr. Baburam Lamichhane	Conservation Officer	NTNC Sauraha
5.	Mr. Ganesh Chandra Devkota	Assistant Forest Officer	DFO Chitwan
6.	Ms. Sabanam Pathak	Assistant Forest Officer	DFO Chitwan
7.	Ms. Saroja Koirala	Assistant Forest Officer	DFO Chitwan
8.	Mr. Toya Sharma	Assistant Forest Officer	DFO Chitwan
9.	Ms. Bishnu Kumari Sapkota	General Secretary	FECOFUN Chitwan
10.	Ms. Amrita Parajuli	Office Secretary	FECOFUN Chitwan
11.	Mr. Mahesh Basnet	District Coordinator	FECOFUN Chitwan
12.	Dr. Mahes Sah	District Animal Health/ Veterinary Office	Chitwan
13.	Mr. Salik ram Paudel	District Animal Health/ Veterinary Office	Chitwan
14.	Mr. Jagannath Tiwari	Senior Agriculture Development Officer/ Chief	DADO Chitwan
15.	Mr. Dipak Bhaattarai	Crop Development Officer	DADO Chitwan
16.	Mr. Santosh Paudel	Planning Officer	DADO Chitwan
17.	Ms. Shakuntala Pokhrel	Women Development Office	WDO, Chitwan
18.	Ms. Parbati Paudel	Women Development Office	WDO, Chitwan
19.	Ms. Ajamaya Dura	Women Development Office	WDO, Chitwan
20.	Mr. Shree Ram Neupane	Office Secretary	NGOCC, Chitwan
21.	Ms. Rasmi Shrestha	Women Development Officer	WDO Bara
22.	Ms. Urbara Luintel	Women Development Officer	WDO Parsa
23.	Ms. Mina Paudel	Women Development Officer	WDO Nawalparasi
24.	Mr. Rakesh Karna	Forest Officer	DFO Bara
25.	Mr. Khurdus Miya	Asst forest officer	DFCC Bara
26.	Dr. Ram Nandan Sah	Animal Health Officer	DAH/Veterinary Office Bara
27.	Mr. Nahesh Sah	Animal Health Technician	DAH/Veterinary Office Bara
28.	Mr. Ram Dayal Thakur	Planning Officer	DADO, Bara
29.	Mr. Birendra Patel	Soil Conservation Assistant	DSCO Bara
30.	Mr. Rudra Nath Sah	Civil Overseer	DSCO Bara
31.	Mr. Damodar Prasad Yadav	Project Officer/ Technician	

SN	Name	Position/Representation	Office/Address
32.	Mr. Umesh Kumar Gupta	NGO Federation	Bara
33.	Mr. Krishna Lamsal	Program Officer	LiBird Pokhara
24.	Mr. Kalidash Subedi	President	FECOFUN, Kaski
25.	Ms. Kamala KC	DLS Officer	DLSO, Kaski
26.	Mr. Gopal Gurung	Representative	Panchase Conservation Area
37.	Mr. Manoj Chaudhari	Mand E Officer	WWF Pokhara
38.	Mr. Shiva Adhikari	Representative	District Cooperative Association, Kaski
39.	Mr. Man Bahadur Humagain	Representative	ACAP
40.	Ms. Purna Shrestha	DWO	DWO, Kaski
41.	Mr. Krishna Bahadur Baral	Program Officer	LiBird, Kaski
42.	Govinda Thapa	Forest Officer	DFO Kaski
43.	Mr. Jaya Krishna Bista	DSLO	DSLO, Kailali
44.	Mr. Naresh Ale	Journalist, Kantipur	Kailali
45.	Mr. Indeshwor Malla	Officer	LiBird, Kailali
46.	Mr. Pankaj Kumar Das	Officer	WTLCF, Kailali
47.	Mr. Hemkarna BK	Representative	NNF, Kailali
48.	Mr. Janak Singh Bakheda	Officer	BNMT, Kailali
49.	Mr. Tika Datta Joshi	Representative	FECOFUN, Kailali
50.	Dinesh Chandra Joshi	Representative	FECOFUN Kailali
51.	Mr. Bal Bahadur Ban	Cooperative Association	Kailali
52.	Ms. Sita Joshi	DWO	DWO, Kailali
53.	Ms. Tulasi Devkota	Representative	FECOFUN Kailali
54.	Mr. Karna Rawal	Representative	NEFEJ, Kailali
55.	Mr. Rajesh Bhandari	Representative	FNCCI, Kailali
56.	Mr. Dil Bahadur Chhantyal	Representative	NEFEJ Kailali
57.	Mr. Jadish Bhatta	Coordinator	Hariyo Ban Program, Kailali
58.	Mr. Dirgharaj Bhatta	Representative	RTC Forestry, Kailali
59.	Mr. Chandra Kanta Bhatta	LS Technician	RTC, Livestock, Kailali
60.	Mr. Dan Singh Bista	Livestock Health Technician	RTC, Livestock, Kailali
61.	Mr. Bhaskar Bhattarai	Representative	WWF, Kailali

Annex 2

Tools and checklists for key informant interviews, Semi-structured questionnaires and Thematic guide for focus group discussions

Semi Structured Questionnaire for Central-level Key Informant Interviews

Government Ministries and Departments

- First collect personal information
- Introduction and objectives of the interview

Context/relevance of the program

- Hariyo Ban Program context (national and international)
- As a primary policy-level institution, what responsibility does your institution have for achieving Hariyo Ban objectives?/Is your institution set up in a way to achieve the objectives of the Hariyo Ban program?
- In your opinion, how does the Hariyo Ban Program link to government priorities of conserving biodiversity, combating climate change and promoting sustainable livelihoods?
- What is the role of your institution in policy formulation and program implementation?
- What existing programs/policies/activities link to Hariyo Ban's three thematic components?

Existing institutional capacity

- Existing human resources/institutional capacity of the organization (numbers + academic and professional capabilities)
- Which capacity development activities that relate to Hariyo Ban thematic components/cross-cutting themes exist/are ongoing in your organization?
 - Biodiversity Conservation
 - Sustainability of Landscapes
 - Climate Change Adaptation
 - Gender and Equity/Social Inclusion
 - Governance
 - Livelihoods
- What major training programs have the people working in your organization attended?
- How did this training link to Hariyo Ban thematic components/cross-cutting issues?
- Who participated in this training and how many of them are still with your organization? If any are no longer working with you, where have they moved to?

- When did the training take place?
- How has the learning from training been used/applied?
- How often do those who attended training use the knowledge/skills gained from the training program? What factors supported the successful transfer of learning? OR What factors have hindered the successful transfer of learning?
- What (Hariyo Ban related) training materials/capacity building manuals do you have? (List materials/extent of use/effectiveness).
- Do you have sufficient training manuals/materials? If not, which subjects/themes/issues would you like new materials to be developed on?

Awareness of the major themes and core objectives of the Hariyo Ban Program

- What are the current threats to biodiversity in Nepal?
- Why does climate change matter to the country/to your sector?
- What are the impacts of climate change on biodiversity conservation?
- Why do you think that biodiversity conservation, climate change and sustainable landscapes have been brought together by the goal of this program?
- How relevant is the landscape conservation approach to sustainable resource management and sustainable livelihoods?
- What are the third generation issues faced by the community forest management sector? What should be done to address these issues?
- Forest governance and social inclusion have been major issues for many years. Why you think they have not been adequately addressed, despite having attracted large amounts of investment?
- What are Nepal's priorities in terms of its response to climate change?
- What roles do forests play in climate change adaptation and mitigation?

Intervention Status

- What key initiatives has your organization undertaken in a) climate change mitigation; and/or b) climate change adaptation?
- What role does your organization play in the implementation of Nepal's climate change related policies?
- What is the implementation status of the Nepal Biodiversity Strategy 2002?
- What is the implementation status of gender and social inclusion policies (e.g. at the Ministry of Forests and Soil Conservation)?
- How can we tackle climate change to conserve biodiversity, make our landscapes sustainable, and increase the adaptive capacity of communities, while addressing the issues of social inclusion, governance, and sustainable livelihoods

for forest dependent communities, forest stewards, and rights holders?

Constraints/Suggestions for capacity building initiatives

- What constraints do you face in process of consolidating work on climate change, biodiversity conservation, and sustainable resources, while at the same time ensuring sustainable livelihoods?
- What human resource gaps exist in policy formulation/policy implementation?
- Please suggest and prioritize five major training or capacity building activities for your staff that would support your organization's contribution to the achievement of the Hariyo Ban Program goal.

Thank you very much for your time and cooperation!

Guiding Questions for Central Level Key Informant Interviews

Time: 1 hour (Tentative)

- Implementing partners (Hariyo Ban Program Consortium)
- Background information (how was the consortium formed etc.)
- The role of your organization as an implementing partner
- Your organization's regular past activities/partnerships/engagements
- What do you want to achieve by the end of this program?
 - What major training programmes has your staff taken part in?
 - Type of training (by Hariyo Ban thematic component/cross-cutting theme)
 - Who participated? How many of them are still working here? If they have left, where are they working now?
 - When did the training programmes take place?
 - Use and application of the training
 - How often do members of staff use the knowledge and skills acquired during training? What factors supported the successful transfer of learning? OR What factors have hindered the successful transfer of learning?
- What (Hariyo Ban related) training materials/capacity building manuals do you have? (List materials/extent of use/effectiveness).
- Do you have sufficient training manuals/materials? If not, which subjects/themes/issues would you like new materials to be developed on?
- What are the gaps that need to be filled/constraints that need to be addressed in order to achieve program objectives?
- In which areas of program intervention is there a need to build human resource capacity?
- Please suggest and prioritize five major training or capacity building activities for your staff that would support your organization's contribution to the achievement of the Hariyo Ban Program goal.

Thank you very much for your time and cooperation!

Guiding Questions for Central-level Key Informant Interview

Time: 1 hour (Tentative)

Hariyo Ban Program Staff

- How long have you been working here?
- What is your educational background? What qualifications do you have?
- How long have you working with the Hariyo Ban Program?
- Describe the context and objectives of the Hariyo Ban Program.
- What are your key roles and responsibilities? (ToR/job description)
- What is your experience (academic and/or professional) in working on climate change, landscape-level conservation, biodiversity conservation and the promotion of sustainable livelihoods?
- What type of training related to climate change, biodiversity conservation and sustainable landscapes have you received and/or delivered?
- What issues/challenges do you face during program implementation? How have you gone about solving them?
- What you think are the major challenges/ constraints to the achievement of Hariyo Ban Program objectives?
- What must the Program deliver to communities in order to achieve its objectives?
- What would increase your levels of professional confidence? What about your counterparts/colleagues in the field?
- How can we build the capacity of human resources so that they are able to support the achievement of the Hariyo Ban Program goal by implementing activities in communities?
- Please suggest and prioritize five training programs that would help Hariyo Ban Program staff to implement program activities more effectively.

Thank you very much for your time and cooperation!

Annex 3

Stakeholder Mapping Exercise

Stakeholders	Priority	Training Needed (as perceived by the Hariyo Ban Program Team)
Central Level		
Ministry of Forest and Soil Conservation	High	Bringing climate change adaptation and mitigation into mainstream processes Gender and social inclusion Information management Data base management Governance Accountability
Department of Forests		
Department of National Parks and Wildlife Conservation (national parks, buffer zones, protected forests)		
Department of Soil Conservation and Watershed Management		
Department of Forest Research and Survey		
Regional Training Centers	High	
Ministry of the Environment	High	Bringing climate change adaptation and mitigation into mainstream processes Gender and social inclusion Information management Data base management Governance Accountability
Ministry of Land Reform		
Environment unit of the Ministry of Federal Affairs and Local Development		
Ministry of Agriculture Development		
Ministry of Women, Children and Social Welfare	High	Capacity building, not training
Federation of Community Forestry Users, Nepal (FECOFUN)		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Himalayan Grassroots Women's Natural Resource Management Association (HIMAWANTI)		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
National Trust for Nature Conservation		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Association of Collaborative Forest Users Nepal (ACOFUN)		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Nepal Rangers Association		
Nepal Foresters Association		
Nepal Forum of Environmental Journalists (NEFEJ)		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Nepal Federation of Indigenous Nationalities (NEFIN)		Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Dalit NGO federation	Medium	Effective service delivery Technical knowledge on thematic components and cross-cutting themes

Stakeholders	Priority	Training Needed (as perceived by the Hariyo Ban Program Team)
National Federations of Cooperatives		
Members of Parliament		Technical knowledge on thematic components and cross-cutting themes
Federation of Water User's Association	Medium	Technical knowledge on thematic components and cross-cutting themes
Chambers of commerce	Medium	
Print and electronic Media	Medium	
District-level		
District Forest Offices	High	Bringing climate change adaptation and mitigation into mainstream processes Gender and social inclusion Information management Data base management Governance Accountability Technical knowledge on thematic components and cross-cutting themes
National Parks	High	
Protected Forests	High	
Buffer zones	High	
District Soil Conservation Offices	Highest	Accountability Technical knowledge on thematic components and cross-cutting themes
Regional Training Centers	High	
District Development Committees	High	Technical knowledge on thematic components and cross-cutting themes
District-level line agencies	High	Technical knowledge on thematic components and cross-cutting themes
Women's Development Offices	High	Orientation sessions on thematic components and cross-cutting themes
District Agriculture Offices	High	Orientation sessions on thematic components and cross-cutting themes
District Forest Coordination Committees	High	Orientation sessions on thematic components and cross-cutting themes
District Plant Resource Offices	High	Technical knowledge on thematic components and cross-cutting themes
Disaster Management Committees	High	Technical knowledge on thematic components and cross-cutting themes
District level Federation of Community Forest Users Nepal	High	Effective service delivery Technical knowledge on thematic components and cross-cutting themes
District-level Community Based Forestry Supporters Network (COFSUN)	High	Effective service delivery Technical knowledge on thematic components and cross-cutting themes
Nepalese Federation of Forest Resource User Groups (NEFUG)	High	Effective service delivery Technical knowledge on thematic components and cross-cutting themes
NGO Federation of Nepal	High	Governance Accountability
Nepal Federation of Indigenous Janjatis (NEFIN)	High	Governance Accountability
Dalit NGO Federation of Nepal	High	Governance Accountability
Nepal Tourism Board	High	Technical knowledge on thematic components and cross-cutting themes

Stakeholders	Priority	Training Needed (as perceived by the Hariyo Ban Program Team)
Green Tourism Entrepreneurs	High	
Local Level		
Community Forest User Groups	High	Knowledge/ tools for climate change adaption and mitigation Strengthening of traditional/indigenous knowledge and skills Vulnerable assessment tools (differential assessment) Forest management skills Service delivery capacity Technical knowledge on thematic components and cross-cutting themes
Buffer Zone User Groups	High	
Conservation Area Management Committees		
Mothers Groups	Medium	
Eco-clubs	Medium	
Youth Clubs	Medium	
Ward Citizen Forums	Medium	
Community Learning and Action Centers	Medium	
Child Clubs	Medium	
Species Conservation Groups	Medium	
Cooperatives	Medium	
Local Media	Medium	
Village Development Committees	Medium	
Farmers Groups	Medium	
Water User Groups	Medium	
Community Forestry Coordination Committee (CFCC)	Medium	
Collaborative Forest Management Groups	Medium	
Integrated River Management Committees	Medium	
Indigenous Groups	Medium	

Annex 4 Currently available training packages that could potentially be used by the Hariyo Ban Program

Biodiversity Conservation

SN	Institution/ Resource Organization	Type of Resource Materials/Package/ Manual	Major Contents	Delivery Mechanism	Year Prepared
1.	Regional Forestry Training Centers (Ministry of Forests and Soil Conservation)	Training package on the concept and importance of biodiversity conservation	Concept, types, importance of plant and animal diversity, management and registration	In house/classroom training plus ad-hoc contents from available resource persons	Regularly updated according to the centers' yearly plans
2.	Ministry of Forests and Soils Conservation Training Section	Mixture of stand-alone training packages/ topics covered in other training packages (e.g. sustainable forest management, CITES etc.)	Concepts and importance of biodiversity, management and conservation of high value NTFPs, wildlife conservation, policy provisions/legislation	Training delivered in-house by resource persons from the ministry/occasional field visits	Regularly updated according to the section's yearly plan
3.	Regional Agriculture/ Livestock Training Centers (Ministry of Agriculture Development)	Training packages on agriculture diversity, its importance and methods of conservation	Concept and importance of biodiversity conservation, crop diversity, ways of maintaining agro-biodiversity, the concept of seed banks	In house/classroom training plus ad-hoc contents from available (and primarily in-house) resource persons	Regularly updated according to the centers' yearly plans
4.	Local Initiatives for Biodiversity Research and Development (LI-BIRD Pokhara)	Training manual on <i>In-situ Conservation of Agro-biodiversity and Forest Genetic Resources</i>	Concept and application of forest gene banks, in-situ and ex-situ conservation of genetic resources, on-farm conservation of agro-biodiversity, conservation tools and techniques	Classroom-based with practical field exercises	2007
5.	Tourism for Rural Poverty Alleviation Program (UNDP in partnership with the Department of National Parks and Wildlife Conservation)	Training of Trainers Manual on <i>Ecotourism and Biodiversity Conservation</i>	Basics of biodiversity, tools and techniques, how to adopt eco-friendly tourism practices	Classroom training	2005
6.	Western Terai Landscape Conservation Project (Ministry of Forests and Soil Conservation)	Training manual for local resource persons in the project area	Biodiversity conservation, enterprise development, climate change and the environment, social mobilization, good governance	10 day package delivered to local resource persons from community organizations in a <i>Train the Trainer</i> format	2012

Climate Change Adaptation

SN	Name of Institution/ Resource Organization	Type of Resource Materials/Package/ Manual	Major Contents	Delivery Mechanism	Year Prepared
1.	Ministry of Environment, Science and Technology/ ADB/SAMUHIK ABHIYAN consortium (Rupantaran Nepal and NORMS)	Training of Trainers manual on Environment Management and Climate Change	General module covering the basics of climate change and environment management/specific modules on thematic area (as identified by NAPA)	Cascade model (i.e. training of trainers at central-level/ trained trainers conduct training of district-level facilitators/district-level facilitators deliver training to communities)	2011
2.	Ministry of Environment, Science and Technology/ADB/ Practical Action Consortium	Community Based Vulnerability Assessment Tools and Methodologies and Risk Mapping	Tools and techniques of assessing vulnerability and mapping risks	Integrating tools and techniques into other climate change adaptation training and capacity building initiatives	2012

SN	Name of Institution/ Resource Organization	Type of Resource Materials/Package/ Manual	Major Contents	Delivery Mechanism	Year Prepared
3.	Ministry of Environment, Science and Technology/ADB/Nepal Administrative Staff College	Training Manual for integrating Climate Change and Environmental Management into mainstream government training programs at the national and sub-national level	Development initiatives and policy provisions, the basics of climate change, climate change impacts and responses, response measures, vulnerability, national policies and international frameworks	Orientation sessions for central-level government officials/integrating contents into mainstream government training activity	2011
4.	Climate Change Network Nepal	Training manual on the basics of climate change (teacher focused)	Basics of climate change, climate change impacts, global responses and initiatives	Classroom-based training for teachers to enable them to communicate climate change messages in their classrooms	2011
5.	CARE Nepal	Climate Vulnerability and Capacity Analysis (CVCA) tool and adaptation training packages such as <i>Using Community-Based Risk Screening Tool-Adaptation and Livelihoods (CRiSTAL)</i> .	Combining local knowledge and scientific climate information, analyzing and understanding climate risks that affect the lives and livelihoods of communities	Practical field-based training with some classroom-based sessions	2009

Sustainable Landscapes/REDD+

SN	Name of Institution/ Resource Organization	Type of resource Materials/Package/ Manual	Major Contents	Delivery Mechanism	Year Prepared
1.	Ministry of Forests and Soil Conservation REDD forestry and climate change cell/RECOFTC & consortium partners	Training of Trainers manual on climate change and REDD+ for national level and community level facilitators (two sets)	Climate Change, the causes and impacts of climate change, REDD+ concepts and its evolution, national and international policy provisions, Payment for Ecosystem Services (concept and application), drivers of deforestation, socio-environmental safeguards, stakeholder analysis	Cascade model (as described above) beginning with national level training of trainers	2010
2.	Nepal Federation of Indigenous Nationalities (NEFIN) (4 manuals on REDD+ and indigenous communities)	I. What is REDD? II. Understanding Community-Based REDD+ III. Free Prior and Informed Consent (FPIC) for REDD+ - a guide for indigenous communities IV. Advocacy, Lobbying and Negotiation Skills in REDD+	Concept of REDD+ and its impacts on indigenous communities The rights of indigenous peoples Steps in assessing readiness for REDD+ Indigenous peoples' social and cultural systems, values and practices The protection of the environment and biodiversity	Classroom-based training for facilitators, awareness raising/discussion events at district-level, orientation sessions for communities	2010 onwards
3.	ICIMOD/ANSAB/ FECOFUN	Guidelines for measuring carbon stock in community managed forests	What is carbon? Why carbon measurement? Tools and processes for measuring carbon in community forests	Orientation sessions for potential facilitators/sessions on how to apply knowledge to project activities	2010
4.	RECOFTC Nepal	The principles of FPIC in REDD+ and guidelines for implementation	Basic principles and processes of ensuring FPIC in REDD+ and associated projects	National Level training of trainers/district-level orientation sessions	2012

Annex 5 Institutions and Training Centers Operating in Nepal¹⁵

SN	Name of institution	Training/courses offered
1	Institute of Forestry, Tribhuvan University	Forestry, biodiversity research and monitoring, REDD, NTFP, Forest management, watershed management, etc.
2	Institute of Agriculture and Animal Sciences, Tribhuvan University	Agriculture and animal sciences
3	Kathmandu University	Environmental science
4	National Agriculture Research Council	Agricultural research
5	National Administrative Staff College	Administrative training
6	NEST (Nucleus for Empowerment through Skill Transfer), Pokhara	Rights based approaches to development Advocacy and governance Social mobilization
7	Rupantaran Nepal	Climate Change Adaptation and Mitigation REDD+
8	Kathmandu Forestry College	Natural Resource Management related training
9	Samuhik Abhiyan	Rights based approaches to development Advocacy and governance Social mobilization
10	COMAT (Consultancy firm)	Result-based management Result-based monitoring and evaluation Team building General training of trainers Appreciative inquiry
11	Alliance Nepal	Natural resource management, biodiversity, climate change and REDD+ related training General training of trainers Appreciative inquiry Result-based management Result-based monitoring and evaluation Team building
12	Full Bright Consultancy Nepal	General training of trainers Appreciative inquiry Result-based management Result-based monitoring and evaluation Team building
13	Forest Action Nepal	Natural resource management, biodiversity, climate change and REDD+ related training
14	National Trust for Nature Conservation	Biodiversity research and monitoring
15	Wildlife Institute of India	Forestry Biodiversity conservation Human wildlife conflict Genetic studies
16	International Center for Integrated Mountain Development (ICIMOD)	Geographic Information Systems
17	Ministry of Forests and Soil Conservation Regional Training Centers	Forest management
18	LI-BIRD (Local Initiatives for Biodiversity, Research and Development)	Agriculture research
19	Women's Organization for Change in Agriculture and Natural Resource Management (WOCAN)	Gender in natural resource management
20	SAATHI, SAMANATA, Didi Bahini	Gender concepts and frameworks

¹⁵ This list is not exhaustive

Annex 6

Detailed field notes

Central-level Key Informant Interviews (summary of responses)

Training Needs

- Training of Trainers on climate change and biodiversity conservation with contents such as biodiversity registration/ bio-prospecting/ bio-piracy /controlling bio-piracy;
- Technical training for district-level officers on scientific forest management (planting to harvesting/inventory taking/ GPS/GIS skills/calculation of yield);
- NTFP management, promotion and sustainable use linking to options for alternative livelihoods (7 day package already exists);
- Integrating Gender and Social Inclusion into climate change;
- Resource governance and institutional governance;
- Training on controlling illegal trade and conserving wildlife with a special emphasis on CITES and national policies (awareness and case handling).

Strategies Needed for the Design and Delivery of Effective Training

- Need to strengthen training institutes by supporting them with resources and helping them to become more autonomous (independent entities from the Ministry of Forests and Soil Conservation);
- Increase incentives for resource persons - it is currently very difficult to get adequately skilled resource persons;
- Monitoring and follow-up support should be a major element of any training;
- Build the capacity of mid level technicians - they can contribute a great deal to conservation initiatives;
- On the job training and support for field-level staff;
- Decentralization;
- Monitoring and evaluation training with incentives following training (highlight photo-monitoring);
- Training on record keeping and data management – there is currently poor record keeping and weak reporting;
- Social and interpersonal relationships within the department are not strong.

Training on interpersonal communication skills/coordination skills is needed for Department of National Parks and Wildlife Conservation staff;

- More detailed criteria is needed for training participant selection;
- Field-based training can be conducted if incentives are provided to resource persons – this is better and bringing all participants to the center;
- Support District Forest Offices to implement their capacity development plans rather than have implementing partners run capacity development activities.

Local Level Focus Group Discussions (summary of responses)

Common Issues across Focus Group Discussions

- People in protected areas are not claiming their rights;
- Weak governance capacity of the community organizations, user groups, and conservation area management committees;
- Human-animal conflict;
- No compensation system for livestock losses;
- Need for more livelihood options;
- Poaching, hunting;
- Disruption of land use;
- Declining agriculture production resulting in livelihood insecurity;
- Remoteness of villages leading to their marginalization;
- Migration;
- High illiteracy and poverty, lack of development;
- Lack of health and education services;
- Decline in traditional crafts due to poor marketing and promotion;
- Ignorance about various agricultural schemes and other government schemes;
- Lack of non-land based income options;
- Lack of roads leads to high transportation costs;
- Population pressure on natural resources/ excess use of forest resources;
- Inadequate law enforcement;
- Alien and invasive species in found in forests;
- Chemical pollutants, domestic garbage,

- industrial waste and toxic substances in wetland sites;
- Weak capacity to use biotechnology/biotechnology marketing;
- Lack of public education and awareness;
- Lack of financial and technical resources.

Training Needs

- How to carry out an inventory with GPS/GIS (for forest guards, rangers and armed forest guards);
- Tools and techniques for controlling fires and addressing encroachment;
- Conceptual clarity on biodiversity conservation for field staff plus an advanced training package (biodiversity identification, monitoring and utilization);
- Habitat management- orientation session for staff;
- Climate change adaptation and REDD+ (basic and advanced);
- Carbon measurement and Payment for Ecosystem Services;
- Orientation, up-date and refresher sessions policies, regulations and legislation – for all district-level staff at the very least;
- Training activities should have three elements – site-level training, and two types of district-level training (one for government agencies and one for other organizations); orientation sessions should be run at regional/district-level;
- Create opportunities for knowledge/skill sharing with implementing partners
- Training packages need to focus on contemporary issues and challenges rather than traditional topics;
- Training should focus more on vocational skills and the needs of local markets; short-term vocational training does not work;
- Ensure follow-up support to enhance the effectiveness of training;
- Basic and advanced training on climate change and the impact of climate change on livelihoods for district-level NGO staff;
- Training on climate change mitigation, adaptation and biodiversity conservation for local resource persons (as envisioned by District Agricultural Development Offices and stakeholders);
- Public land management training (for field level staff);
- Importance of public and private forest management and how it links to climate change adaptation and mitigation;
- Training on the sustainable mobilization of Eco-clubs/Eco-club management;
- Training for Eco-club members and teachers on climate change and biodiversity conservation changing contexts
- Training on social audit/social accountability
- The promotion of institutional governance skills
- Conduct general training sessions for potential resource persons at the local level; select the five most competent resource persons from each event and invite them to attend advanced training of trainers sessions on relevant issues. Issues and topics should include:
 - Climate change and REDD+
 - Payment for Ecosystem Services
 - Alternative livelihoods and conservation for people dependent on forest resources
 - Promotion of private forestry on farm land (technical/resource support for distant users)
 - Biodiversity documentation/ utilization and sustainable use (bio-prospecting for NTFPs and high-value crops)
 - Animal behavior/habitat management for all community organizations (particularly community forest user groups and buffer zone user committees)
 - Training on the governance of resources
 - Senior staff need to be updated on contemporary social and environmental issues/new, issue-based tools and methods
 - Management information systems training for management level staff including park staff; this will be useful for wildlife ecology documentation, monitoring and overall ecosystem management
 - Detailed training on climate change and REDD+ for district-level technical teams and field-level staff
 - Orientation sessions on good governance and its application are urgently required for those at the top of organizations – the National Trust for Nature Conservation, for example, still operates in the way that it did under royal patronage.

Suggested Strategies

- Continue to make use of local resource persons; build knowledge and skills on climate change mitigation and adaptation;
- Hariyo Ban needs to build on and continue the capacity building interventions of the Biodiversity Sector Program for the Siwaliks and the Terai;
- Capacity building strategy should focus on technical capacities in forest management and species specific interventions;
- The Hariyo Ban program should implement its training strategy using the *pocket and package* model in 5 – 10 VDCs;
- Build levels of trust and collaboration between ACOFUN and FECOFUN;
- Information about biodiversity information needs to be collected and maintained at VDC and DDC level;
- The Hariyo Ban Program should focus more on forest conservation and enhancing forest cover;
- More detailed criteria are needed for training participant selection;
- Field-based training can be conducted if incentives are provided to resource persons – this is better than bringing all participants to the center;
- Support District Forest Offices to implement their capacity development plans rather than have implementing partners run capacity development activities;
- Improve feelings of ownership by increasing the benefits communities get from the conservation of forests;
- Address the challenges to conservation posed by brick kilns;
- We need a strategy to address the reduction in crop production due to the lack of timely rainfall, the lack of irrigation and the high dependency on chemical fertilizers - the production of sugarcane, rice and maize is being affected by the changing climate;
- Livestock productivity/reproductive ability is decreasing - innovations and updates on livestock management are required;

Annex 7 Recommended training packages

A. Theme 1: Biodiversity Conservation

Learning Aids: PowerPoint slides/computer + data projector, case studies, instructions for role plays etc

1. Training Title: The Fundamentals of Biodiversity (Concepts and Approaches)

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Central-level government officers Central-level staff of the Hariyo Ban Program consortium (CARE, FECOFUN, NTNC) National media	To provide an update/orientation session on contemporary approaches to biodiversity conservation and current policy provisions	Concepts, principles and policy updates Approaches to biodiversity conservation The ecosystem-based management approach Participatory and rights-based approaches Biodiversity registration and bio-prospecting The concept, principles and importance of biodiversity conservation and the way it links to rural livelihoods	Participatory Case Analysis	Year I

2. Training Title: Fundamentals of Biodiversity (concepts approaches, importance and links to livelihoods)

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
District-level Government staff Hariyo Ban Program staff Staff from partner organizations District-level civil society organizations and NGOs	To build knowledge about/skills in biodiversity conservation and the way it links to rural livelihoods	Concepts/principles of biodiversity conservation The role of district stakeholders in biodiversity conservation Biodiversity conservation and rural livelihoods Biodiversity registration and bio-prospecting Biodiversity conservation and ecosystem monitoring Participatory biodiversity monitoring and threat assessment Mitigating human-wildlife conflict Species monitoring and its links to tourism	Presentations Case studies Role plays Discussions	Year I

3. Training Title: The Fundamentals of Biodiversity Conservation

Duration: 9 days

b. Types of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations Local media	To develop basic knowledge about/skills in biodiversity conservation and the way it links to rural livelihoods	Concepts/principles of biodiversity conservation The role of local communities in biodiversity conservation Participatory biodiversity monitoring and threat assessment Basic skills in mitigating human-wildlife conflict Basic skills in identifying biodiversity conservation related issues at the local level Basic orientation session on biodiversity conservation and the way it links to rural livelihoods/how to identify related issues at the local level	Participatory Presentations Discussions Games Case study analysis	Year I

B. Theme II: Sustainable Landscapes

Learning Aids: PowerPoint slides/computer + data projector, case studies, instructions for role plays etc

1. Training Title: Orientation Session on Sustainable Landscapes

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Central and Regional level Government staff District-level Government staff Hariyo Ban Program staff Staff from partner organizations Central-level civil society organizations and NGOs	To orientate participants on the scope of the Hariyo Ban Program's <i>sustainable landscapes</i> theme To develop a mutual understanding of REDD+, Payment for Ecosystem Services, MRV Frameworks, and REDD+ monitoring processes	Orientation session on the goal and objectives of the Hariyo Ban Program and the scope of the <i>sustainable landscapes</i> component REDD+ and associated safeguards (with an emphasis on <i>Free, Prior and Informed Consent</i>) Payment for Ecosystem Services Carbon measurement (+MRV framework) REDD+ monitoring	Participatory	Year I

2. Training Title: Orientation Session on Sustainable Landscape Management

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
District-level Government staff	To orientate participants on the scope of the Hariyo Ban Program's <i>sustainable landscapes</i> component	Orientation session on the goal and objectives of the Hariyo Ban Program and the scope of the <i>sustainable landscapes</i> component	Participatory Games	Year II
Hariyo Ban Program staff Staff from partner organizations District-level civil society organizations and NGOs	To develop skills in/build knowledge and understanding knowledge about REDD+, PES, MRV Frameworks, and REDD+ monitoring	Carbon measurement, (+MRV framework) /REDD+ monitoring (basic skills and knowledge) Payment for Ecosystem Services/ Equitable benefit sharing Basic carbon measurement (process, skills and documentation) Community-based watershed management REDD+ monitoring/REDD+ safeguard mechanisms Species monitoring and how it links to tourism GIS/GPS (basic knowledge and skills) Policy advocacy skills	Case Study Analysis	

3. Training Title: REDD+ and PES: Basic Concepts and Skills

Duration: 7 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/ community based organizations	To build knowledge about/develop skills in REDD+, carbon measurement, species monitoring, PES and advocacy	Basic concepts of REDD+ Basic carbon measurement Basic anti-poaching and fire control skills Species monitoring (basic concepts and skills) Basic orientation session on Payment for Ecosystem Services and advocacy skills	Participatory	Year II

C. Theme III: Climate Change Adaptation

Learning Aids: PowerPoint slides/computer + data projector, case studies, instructions for role plays etc

1. Training Title: Orientation Session on Climate Change Adaptation

Duration: 3 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Central and regional level Government staff	To ensure conceptual clarity on and to develop a common understanding about the causes, effects, and consequences of climate change	Climate change adaptation	Participatory	Year I
Central-level Hariyo Ban Program Staff	To critically examine national and international responses to climate change	The causes, effects and consequences of climate change Differentiated impacts		
National level civil society organizations	To review climate change policy updates and role of policy makers in climate resilient planning processes	National and international responses Policy updates		
National media	To develop a common understanding of key climate change terminology	The role of policy makers Climate resilient planning Key climate change terminology		

2. Training Title: The Fundamentals of Climate Change

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
District-level Government staff	To achieve conceptual clarity about climate change	The fundamentals of climate change (basic concepts, local impacts, national and local responses, and role of the community/community organizations in climate change adaptation)	Participatory Case Study Analysis Games Presentations Discussions	Year II
Field level Hariyo Ban Program staff	To enhance knowledge about/skills in assessment planning	Differentiated impacts of climate change Participatory monitoring skills for LAPA & CAPA		
District-level civil society organizations	To improve participants' abilities to monitor climate change adaptation related issues and activities	Tools and techniques to use in climate change adaptation training Climate change adaptation and community based vulnerability assessment		
District-level staff from Hariyo Ban partner organizations				

3. Training Title: Climate Change Adaptation and Community Based Vulnerability Assessment

Duration: 7 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/ community based organizations	To develop basic assessment, planning, and monitoring skills for climate change adaptation related activities	Climate change adaptation and community based vulnerability assessment Differentiated impacts of climate change Participatory monitoring skills for LAPA & CAPA Tools and techniques to use in climate change adaptation training	Participatory	Year III

D. Cross-Cutting Themes: Livelihoods/Good Governance/Gender and Social Inclusion

Learning Aids: PowerPoint slides/computer + data projector, case studies, instructions for role plays etc

1. Training Title: Planning and Piloting Sustainable Livelihoods Packages (workshop)

Duration: 2 days

b. Types of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Central and regional level Government staff Central-level Hariyo Ban Program staff National level civil society organizations National media	To critically explore sustainable livelihoods packages	Sustainable livelihoods packages Promoting eco-tourism	Participatory	Year II

2. Training Title: Governance Training

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Central and regional level Government staff Central-level Hariyo Ban Program staff National level civil society organizations National media	To sensitize participants on how to develop positive attitudes in the workplace	Developing positive attitudes in the workplace Governance and development Inclusive governance	Participatory	Year II

3. Training Title: Gender and Social Inclusion Training

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Brief Content	Methodology	Recommended Year
Central and regional level Government staff	To develop a common understanding of gender and social inclusion and how it links to biodiversity, climate change, and REDD+	Gender and social inclusion and the way it links to biodiversity, climate change and REDD+	Participatory	Year I
Central-level Hariyo Ban Program staff		<i>Free, Prior and Informed Consent</i> and other REDD+ safeguards		
National level civil society organizations	To develop a common understanding about <i>Free, Prior and Informed Consent</i> and other REDD+ safeguards	Analytical tools for gender and social inclusion issues		
National media		Gender and social inclusion-sensitive reporting and communication skills		

4. Training Title: Gender and Social Inclusion Training

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Field-based district-level Government staff	To develop a common understanding of gender and social inclusion and how it links to biodiversity, climate change, and REDD+	Government guidelines/frameworks on gender and social inclusion and how these link to the Hariyo Ban Program goal	Participatory	Year II
Hariyo Ban Program staff		Updates on how gender and social inclusion is being brought into the mainstream policy environment		
District-level civil society organizations	To enhance knowledge about and skills in about <i>Free, Prior and Informed Consent</i> and other REDD+ safeguards	Gender and social inclusion processes and tools		
District-level staff from Hariyo Ban partner organizations		<i>Free, Prior and Informed Consent</i> and other REDD+ safeguards		
		Analytical tools for gender and social inclusion (Harvard Framework, gender analysis matrix, gender budgeting, gender auditing)		
		Equitable benefit sharing mechanisms in biodiversity conservation, climate change adaptation, and sustainable landscapes		

5. Training Title: Livelihoods Promotion Training (landscape and site-based)

Duration: 15 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	To develop the basic knowledge and skills needed to set up and run biodiversity conservation oriented income generation activities/enterprises	Seasonal crop and vegetable farming (site-based)	Participatory	Year I
		Cooperative strengthening (including account keeping and loan management)		
		Eco-tourism promotion		
		Enterprise development		

E. Other Training

Learning Aids: PowerPoint slides/computer + data projector, case studies, instructions for role plays etc

1. Training Title: Monitoring and Evaluation in the Hariyo Ban Context - Concepts, Tools and Processes

Duration: 2 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Brief Content	Methodology	Recommended Year
Central and Regional level Government staff Central-level staff from Hariyo Ban partner organizations Central-level civil society organizations/ NGOs	To provide orientation on the concepts of and approaches to monitoring and evaluation in the Hariyo Ban context To develop a common understanding of the principles of monitoring and evaluation in the Hariyo Ban context	Monitoring and Evaluation (concepts, indicators for thematic components and cross-cutting themes, tools and techniques, use in adaptation management, use in the generation of learning) Knowledge Management: concepts and approaches	Participatory May be modular	Year II

2. Training Title: Result-Based Monitoring and Evaluation

Duration: 5 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
District-level Government staff Hariyo Ban Program staff Staff from partner organizations District-level civil society organizations/ NGOs	Orientation session on Hariyo Ban Program goals, objectives and the scope of Result-Based Management in the Hariyo Ban context Understanding Result-Based Management (basic knowledge/skills)	Hariyo Ban program goal/objectives Result-Based Management in the Hariyo Ban Program Indicators at outcome, output, and activity levels Performance measurement at activity level Report writing Data collection and management skills Case study writing	Participatory Individual practice	Year II

3. Training Title: Self Assessment and Documentation

Duration: 3 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	To develop basic knowledge about/skills in self assessment for tracking results and progress	Self assessment for tracking results and progress (concepts/importance of) Participatory monitoring and evaluation skills Documentation skills	Participatory	Year II

4. Training Title: Monitoring and Evaluation at Organization Level

Duration: 3 days

b. Type of Training: Non-Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Representatives from Community Forest User Committees, Conservation Area Management Committees, Buffer Zone Management Committees, and civil society/community based organizations	To develop basic knowledge of/skills in organization level monitoring and evaluation processes To learn how to develop an M&E plan	Concepts/ importance of M&E Developing an M&E plan	Participatory	Year II

F. Training for Local Resource Persons/Citizen Scientists

Learning Aids: PowerPoint slides/computer + data projector, flip charts, case studies, instructions for role plays, materials for field-based exercises etc

1. Training Title: Capacity Development for Local Resource Persons

Duration: 9 days

b. Type of Training: Residential

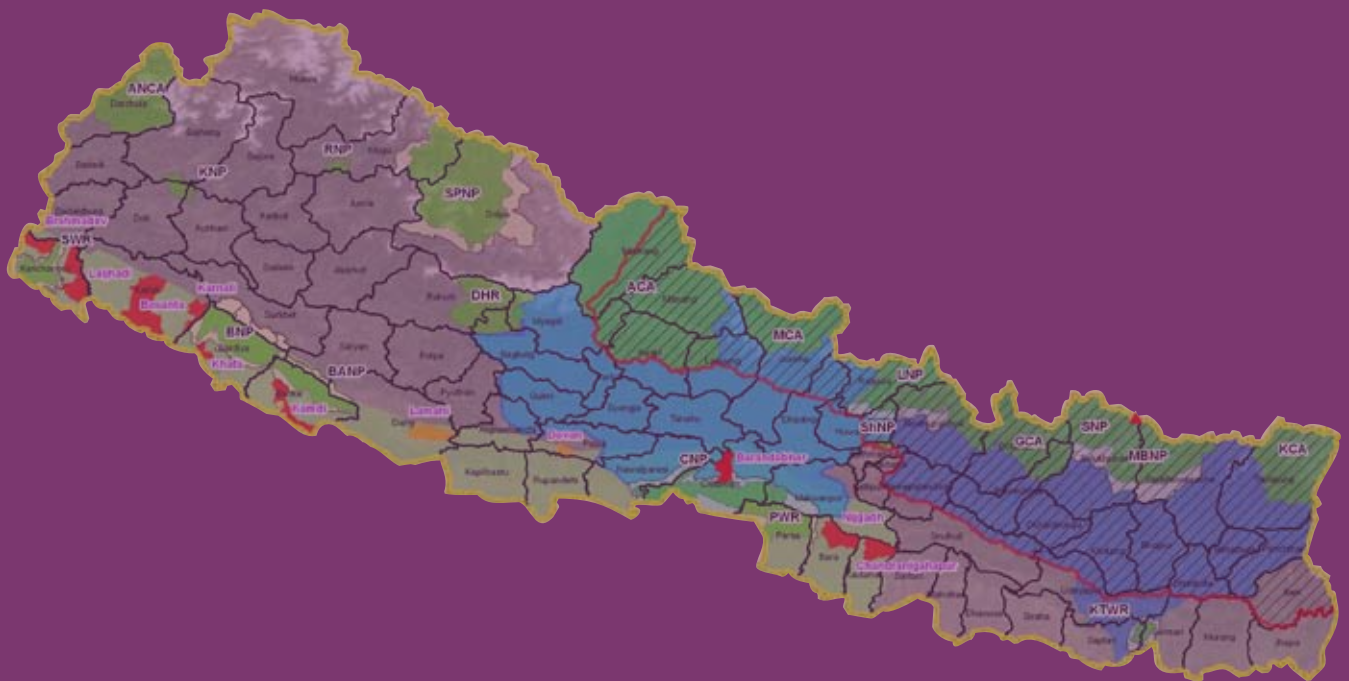
Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Hariyo Ban Program local resources persons/ potential local resource persons	To enhance the knowledge and skills of local resource persons To improve the ability of local resource persons to facilitate community groups/ committees and cooperative organizations in order to achieve Hariyo Ban Program outputs at the community level	The fundamentals of biodiversity (concepts, importance and how it links to livelihoods) The basics of climate change (concepts, local impacts, local and national responses, the role of communities and community groups in climate change adaptation) Orientation session on Payment for Ecosystem Services Social accountability and public hearing and public auditing skills The concept of climate change adaptation and the role of local resource persons in climate change adaptation Community based vulnerability assessment/ adaptation planning Participatory monitoring skills for LAPA & CAPA Cooperative management (including record keeping and loan management) Participatory livelihood improvement planning Participatory monitoring and documentation The concept of gender and the way it links to climate change adaptation and biodiversity conservation Leadership and negotiation skills Promoting good governance in community based organizations and cooperatives Gender and social inclusion issues in natural resource management (access, control and benefit sharing/gender based violence) Gender-responsive participatory planning monitoring and evaluation Local-level planning and proposal writing skills Report writing skills Organizational development activities for user groups and cooperatives Facilitation skills Basic advocacy skills		Year II Year III (refresher training)

2. Training Title: Capacity Development for Citizen Scientists

Duration: 7 days

Type of Training: Residential

Potential Participants	Objectives	Content Summary	Methodology	Recommended Year
Local individuals selected to be developed as citizen scientists	To develop the basic knowledge and skills of local resource persons to facilitate species monitoring, carbon measurement, wildlife monitoring, and mitigating human wildlife conflict initiatives in the community	<p>Fundamentals of biodiversity (concepts, importance and how it links to livelihoods)</p> <p>Fundamentals of climate change (basic concepts, local impacts, national and local responses, the role of the community/community organizations in climate change adaptation)</p> <p>Wildlife monitoring (concepts and skills)</p> <p>Participatory biodiversity monitoring and threat assessment</p> <p>Mitigating human-wildlife conflict</p> <p>Basic carbon mapping and carbon measurement skills</p> <p>Gender and how it links to climate change adaptation, biodiversity loss, and livelihoods</p> <p>Nature guide skills</p>	Written questionnaires followed by reflection sessions	Year II



The Hariyo Ban Program is named after the famous Nepali saying 'Hariyo Ban Nepal ko Dhan' (Healthy green forests are the wealth of Nepal). It is a USAID funded initiative that aims to reduce the adverse impacts of climate change and threats to biodiversity in Nepal. This will be accomplished by working with the government, communities, civil society and private sector. In particular, the Hariyo Ban Program works to empower Nepal's local communities in safeguarding the country's living heritage and adapting to climate change through sound conservation and livelihood approaches. Thus the Program emphasizes the links between people and forests and is designed to benefit nature and people in Nepal. At the heart of Hariyo Ban lie three interwoven components – biodiversity conservation, payments for ecosystem services including REDD+ and climate change adaptation. These are supported by livelihoods, governance, and gender and social inclusion as cross-cutting themes. A consortium of four non-governmental organizations is implementing the Hariyo Ban Program with WWF Nepal leading the consortium alongside CARE Nepal, FECOFUN and NTNC.

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