





Building Capacity

Strong organizations and individuals in the forest sector are key to providing information that supports better policies for and management of forest landscapes. TBI supports capacity building and organizational strengthening of individuals and

institutions in the forest sector. This includes policy-makers and regulators as well as members of forest-dependent communities and staff and students of universities and research institutes.



Communities in the páramos, Colombia

A school can be an important place to gather and to increase knowledge related to the páramo ecosystem and climate change. In Colombia, official institutions such as the Ministry of Education prefer a rigorous planning process and standardization of education curricula. These standards exclude the local environmental and social conditions of territories and reduce the potential for innovative interactions among teachers, students and families.

With the aim of promoting a new approach by schools, the “Communities in the páramos” project has developed a program for curriculum design for local teachers. It takes into account the context of where they live and work. The strategy also highlights the importance of recognizing and incorporating “campesino” traditional knowledge in school projects about natural resources and traditional practices in páramos.

Projects in the classroom explore the possibility of integrating various school subjects under topics associated with the territory, the community and the páramo. These projects are based on the premise that members of a community have extensive knowledge of their surroundings due to their daily interaction with the territory, and that this knowledge is important to local education.

Teachers in several schools in the municipalities of Choachí and Fómeque, in the buffer zone of the Chingaza National Park, proposed a series of school projects related to topics such as water resources, climate change, flora and fauna, and hunting. They designed lively and innovative experiences. The process led to discussions among teachers on relevant experiences that will complement and inspire the development of new projects in the classroom.



Artisanal logger and students, DR Congo

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An artisanal logger demonstrated to students of the University of Kisangani that sustainable forest management is possible when the right logging techniques are adopted. For one month students from the university had the opportunity to compare theories learned in the classroom with actual logging practices in the field. The plot chosen was the concession of Omari Clément, an artisanal logger who makes a considerable effort to use reduced impact logging techniques in his work. The techniques include cutting only those trees above a minimum diameter, protecting certain trees (e.g., seedlings, patrimonial trees, and trees that host caterpillars, which are a local food source). He also respects areas excluded from forest exploitation, such as swamps and steep slopes.

According to Mr. Clément, he learned the techniques through various capacity-building activities organized by TBI DR Congo. This training has been provided to artisanal loggers and other

stakeholders in *Province Orientale* since 2010. *"By accepting these trainees in my forest concession, I wanted to show the world that artisanal logging does not constitute a threat against the forest, if it is done in accordance with the laws. Its impact is no more threatening than agriculture and industrial logging. We need support from the government and other partners to do better."* Mr. Clément expressed his delight after spending a month having discussions with the students in his forest concession.

As part of its partnership with the University of Kisangani and with associations of artisanal loggers, TBI DR Congo has provided logistical support for the deployment and monitoring of this field activity. TBI DR Congo also supervised the trainees at its office for one month after their field activities.





Chainsaw milling project, Ghana

TBI Ghana provided training to 225 people living in forest-fringe communities in various skills needed to develop alternative livelihoods to illegal chainsaw milling. In addition, 100 people received training in cocoa agroforestry. This enabled them carry out reforestation activities in degraded forests that were allocated for this purpose. The training covered agroforestry with multi-purpose trees and shrubs, designing an agroforestry system, components of an agroforestry system, agroforestry practices, managing an agroforestry system, economic considerations in agroforestry, linking agroforestry to livelihoods, and challenges in adopting agroforestry.

In addition, 35 members from two artisanal milling associations were trained in the technical

skills necessary to operate a Wood Mizer portable sawmill and carry out maintenance activities. This skills training focused on areas such as introduction to milling, operating sawmill equipment, sawmill health and safety measures, log-milling techniques, wood storage and treatment, and equipment maintenance.

In order to help Small and Medium Forest Enterprises (SMFEs) in beneficiary communities to run their businesses more effectively, the project trained 90 members of a wood-workers association, an agroforestry association and an artisanal millers association in leadership and business skills. Topics included group dynamics, leadership development, business networking, record keeping and basic business management.



