The Learning Institute (LI) is a non-profit, non-political Cambodian organization working with a wide range of civil society, public and private sector organizations to enable more effective contributions to the sustainable management of natural resources for the benefit of rural people.

For further information:
#45, St.113, BKK III, Khan Chamkar Morn, Phnom Penh, Cambodia. P.O. Box 2509.
- +855 (0)23 994 935
- +855 (0)23 224 171
  www.learninginstitute.org
- info@learninginstitute.org
## Contents

- Introduction to the Training Manual
- Facilitator training agenda
- Good practice hints
- Methodology

### Module 1: Setting the Scene ................................................................. 8

- Session 1.1: Opening/Welcome
- Session 1.2: Introduction of participants
- Session 1.3: Participants’ expectation and concerns
- Session 1.4: Objectives, program, and ground-Rule
- Session 1.5: Pre-test

### Module 2: Basic Concept of Natural Resource .................................... 17

- Session 2.1: Definition of natural resources
- Session 2.2: Type of natural resources
- Session 2.3: System of natural resources

### Module 3: Natural Resource Management ........................................ 21

- Session 3.1: Natural resource management
- Session 3.2: Why natural resource management is needed
- Session 3.3: Sustainable natural resource management
- Session 3.4: Forms of natural resource management
- Session 3.5: Roles and Responsibilities of stakeholders in NRM

### Module 4: Planning ............................................................................ 38

- Session 4.1: Definition of planning
- Session 4.2: Important of planning
- Session 4.3: Action plan

### Module 5: Field Visit ........................................................................... 43

### Module 6: Closing Session ................................................................. 45

- Session 6.1: Post-test
- Session 6.2: Training course evaluation
- Session 6.3: Reflection
- Session 6.4: Community representatives’ remark
- Session 6.5: Closing remark
**INTRODUCTION TO THE TRAINING MANUAL**

The project **Strengthening Community Fisheries Management and Livelihoods Diversification** in the regions of the Tonle Sap Great Lake and the coastal provinces, Cambodia is an attempt to strengthen small-scale fishing activities in Cambodia. Its objective is multi-fold: it aims at strengthening the rights of community fisheries members, enhancing the capacity of local youth groups and community fisheries organizations in support of sustainable fisheries and habitat management, and improving the recognition of the role of women and integrating a gender perspective in the development of rural/coastal livelihoods and in community fisheries (and habitat) management.

The project is implementing by The Learning Institute (LI) with support from Government of Sweden through Southeast Asian Fisheries Development Center (SEAFDEC). The project implements in 7 community fisheries (CFIs) in 6 provinces include Kampong Chhnang, Pursat, Battambang, Kep, Kampot, and Sihanoukville. In 2015, the project team organized Training Need Assessment (TNA) workshops in those CFIs to find out what are the need for training of the community. As result, there were many training needs found from the workshops, those include natural resource management and planning, leadership and community organizing, networking and partnership building; proposal formulation and report writing. From the findings, the project has developed training manual and materials for awareness raising to the target audience encompasses of community committee, community member, fishermen, local authorities (commune and village), and youth.

The training manual on “Natural Resource Management and Planning” has been developed to support community workers to deeper understand the basic concepts of natural resource management. In addition, the module will also strengthening the capacity of community in developing management plan.

The Learning Institute hopes that field workers will make use from this manual to support their current work. We believe that this training manual will have some missing points, and we hope that users will share comments/feedbacks from usage to improve developing of this module more practical and useful for next publishing.
FACILITATOR TRAINING AGENDA “NATURAL RESOURCE MANAGEMENT AND PLANNING”

Main Messages
1. Natural resources have three main values: use value, optional value and non-use value.
2. Sustainable NRM has 3 integrated aspects: social, environmental and economic.
3. Co-management and CBNRM play a vital role in sustainable NRM.

Participants: 30 people (CFi committee, CFi members, local authority, and youth group)
Time: 2 Days (1 day in class and 1 day field trip)

<table>
<thead>
<tr>
<th>TIME</th>
<th>MODULES</th>
<th>METHOD</th>
<th>OBJECTIVE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>90mns</td>
<td>1. Setting the scene</td>
<td>- Plenary discussion</td>
<td>- Know about the background of project and LI</td>
<td>Flip charts, color paper, marker, and tape, pre-test.</td>
</tr>
<tr>
<td></td>
<td>- Opening</td>
<td>- Brainstorming</td>
<td>- Know about objective and expectation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participants’ introduction</td>
<td>- Plenary and small group discussion</td>
<td>- Know about ground rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participants’ expectation and concerns</td>
<td>- Questions and answers</td>
<td>- To know about participant knowledge before starting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Objectives, program and ground rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60mns</td>
<td>2. Basic Concepts of Natural Resources</td>
<td>- Brainstorming</td>
<td>Understand the basic concepts of natural resources (definition, types of natural resources, System of NR)</td>
<td>Flip charts, color paper, handouts, tape and markers</td>
</tr>
<tr>
<td></td>
<td>- Definition of natural resource</td>
<td>- Plenary and small group discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of natural resource</td>
<td>- Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Systems of natural resource</td>
<td>- Sharing experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>130mns</td>
<td>3. Natural Resource Management</td>
<td>- Brainstorming</td>
<td>- Understand the basic concepts of sustainable natural resource management</td>
<td>Flip charts, color paper, handouts, tape and markers</td>
</tr>
<tr>
<td></td>
<td>- Natural resource management</td>
<td>- Plenary and small group discussion</td>
<td>- Be familiar with the forms of natural resource management including centralized, decentralized and co-management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sustainable natural resource management</td>
<td>- Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Forms of natural resource management</td>
<td>- Sharing experiences and documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70mns</td>
<td>4. Planning</td>
<td>- Brainstorming</td>
<td>- Understand planning and its importance</td>
<td>Flip chart, marker, handouts, and tapes.</td>
</tr>
<tr>
<td></td>
<td>- Definition of Planning</td>
<td>- Plenary and small group discussion</td>
<td>- Understand format of action plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Importance of Planning</td>
<td>- Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Action plan</td>
<td>- Sharing experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Day</td>
<td>5. Field Trip</td>
<td>- Group discussion</td>
<td>- To reflect what they have learnt in class to the reality</td>
<td>Flip chart, paper, handouts, marker, and tape.</td>
</tr>
<tr>
<td></td>
<td>Will bring all participants to see deep fish pool conservation of each CFi. Participants will be able to see flooded forest, fishing activities, boundary, and fish in the pool...</td>
<td>- Observation</td>
<td>- To get more knowledge through building close relation and sharing idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Presentation</td>
<td>- Get to know about overview of deep pool fish conservation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Q&amp;A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Closing</td>
<td>- Post-test</td>
<td>- Group discussion</td>
<td>- To know about participants' knowledge after the training</td>
<td>Flip chart, post-test, note</td>
</tr>
<tr>
<td></td>
<td>- Course evaluation</td>
<td>- Presentation</td>
<td>- To know about strong and weakness of the training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflection</td>
<td>- Individual work</td>
<td>- To reflect about in class training and field visit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Community representatives’ remark</td>
<td></td>
<td>- To understand how participant think.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Closing remark by facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GOOD PRACTICE HINTS**

- This training course delivery requires at least two facilitators because they can take turn in introduce about exercise, group discussion, and taking note of any important results from group discussion and plenary presentation.

- Facilitators should be on the same pages and be ready on group work exercise and other sections of the course. Facilitators have to prepare answer sheet or written lesson and extra explanation for all sections in the course. In case the facilitators could not respond to the question by participants, facilitator should not feel shy or afraid of saying “I don’t know”. The facilitators and participants could try to find some better idea to respond to the question together or facilitator could try to respond in next day of the course.

- The course delivery consisted of many group discussions. So during the discussion, facilitators better to walk around to ensure participants on the right track, fully participations from group members, and to share more idea in case they needed.

- There is time provided for each section and if facilitators think provided time is not enough or over, facilitators can keep it flexible and make change. Facilitators should make sure that participants are given enough time to finish each step.
**METHODOLOGY**

The following types of learning methods are suggested in this Training Manual:

- **Brainstorming:** Participants are asked to „brainstorm“ i.e. to generate ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded. Where necessary and relevant the facilitators provide additional input and make sure that the session ends with the correct information.

- **Buzz groups:** Participants discuss ideas/experiences in pairs or threes for a few minutes, sitting where they are in the larger group or plenary discussion. This is helpful for getting discussions going and enabling participants to explore ideas before speaking in the larger group. The buzz groups are usually given guiding questions. After a given time representatives of the buzz groups are invited to share their findings with the plenary.

- **Games:** Games and exercises can help to sort out problems, to create a group identity and to build trust within the group. Different types and exercises are used: icebreakers, energizers, knowledge games which give information to the players. As much as possible exercises used during the training will build on the concrete projects participants are working for.

- **Facilitator Presentation:** A presentation of a subject by the facilitator. Usually after the presentation the facilitator allows for questions and discussion of the topic.

- **Plenary Discussion:** During plenary discussions the whole group stays together and discusses a certain topic. Plenary discussions are often used at the beginning and end of a session. They assist in getting the whole group moving, making sure that everybody has the information required and summing up the most important issues of a session.

- **Small Group Discussion:** Usually small group discussions and exercises comprise about 7-10 people. They should not be too big to enable every participant to speak. Small group discussions are to encourage people to share experience and knowledge and to develop a co-operative approach to working.
MODULE 1: SETTING THE SCENE

Session 1.1: Opening/Welcome
Session 1.2: Introduction of Participants
Session 1.3: Participants' Expectation and Concerns
Session 1.4: Objectives, Program, and Ground-Rules
Session 1.5: Pre-test
SESSION 1.1: OPENING/ WELCOME

Objectives:
- Participants are aware of the overall background of the project, training, and institution.

Materials: Draft note for the speaker

Time: 15mns

Steps:
1. Welcome the audience.
2. Introduce the training course topic and objectives.
3. Introduce the trainers.
4. Introduce the overall background of the project
5. Introduce about background of implementing institution

Notes for the facilitators:
- In this session, make sure that the guest speaker is aware about the overall background, purpose of the training, methodology, and some key focus in the training. In addition, how the training contribute to strengthening capacity of local community and better management of fishery resources. More importantly, share to the audience how this training course link to other trainings.
- It may be helpful to prepare some notes for the welcome speech of the guest. Encourage the guest speaker to highlight the importance of putting into practice what participants' have learned during the workshop and that participants should therefore commit to the planning/action plan they will develop at the end of the course.
SESSION 1.2: INTRODUCTION OF PARTICIPANTS

Objectives:
In this self-introduction part, participants will be able:
- Identify other participants by their referred names
- Know more about their background, their current work and their role in natural resource management/governance
- Feel more relaxed each other and facilitators,
- Test participants’ understanding on natural resources and some related terms

Material: Written cards, color paper, makers, marker box and flipchart

Name of natural resources:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is natural resource?</td>
<td>10. What is NRM?</td>
</tr>
<tr>
<td>2</td>
<td>Giant Mekong barb (Trey Kolreang)</td>
<td>11. Bee</td>
</tr>
<tr>
<td>3</td>
<td>Trey Kralan</td>
<td>12. Biodiversity</td>
</tr>
<tr>
<td>4</td>
<td>Flooded forest</td>
<td>13. Which provinces that share border with your province?</td>
</tr>
<tr>
<td>5</td>
<td>Tell about the community fisheries who you know</td>
<td>14. What is sustainability?</td>
</tr>
<tr>
<td>6</td>
<td>Win 10 candies</td>
<td>15. Kouprey</td>
</tr>
<tr>
<td>7</td>
<td>Win 5 candies</td>
<td>16. Dam Reang</td>
</tr>
<tr>
<td>8</td>
<td>Elephants</td>
<td>17. Environment</td>
</tr>
<tr>
<td>9</td>
<td>Snake Prolit</td>
<td>18. Kreal (bird)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Win 10 candies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. Tiger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21. Turtle/Tortoise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22. Rumdul</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23. Troyng (Giant Ibis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Pka Snor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25. Konlong (Sat Konlong)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26. Monkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27. What thing(s) that symbolizes your province?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28. Money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29. Dog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30. Cat</td>
</tr>
</tbody>
</table>

Time: 20mns

Steps:
1. Introduce participants that they will know each other by name, working place and a written card. Then, give an example to the participants.
2. Allow participants choose a written card from a box and keep it secretly. After that, facilitators pick a card from a box as the participants.
3. Give each participant 30-60 seconds to introduce their name, working place, role in natural resource management, and a written card that have chosen at their seats. The participants should take turn one by one to present it.
4. At the end, reflect the session by questions as followings:
   a. What they have learnt from the introduction session?
   b. Why some animal, plants and terms you did not know?
5. Wrap up the session by focusing on the animals, plants and terms that introduced in the exercise.
Note for facilitator:

- Participants can describe whatever they understand from the written cards such as physical, appearance and biology. For example, bee is a useful insect that bring the flower dust from one plant to another and it work in a big groups of member and produce honey for people.

- In case the participants do not know from the cards, facilitator can ask other participants to share information or the facilitator tell the participants.
SESSION 1.3: PARTICIPANTS’ EXPECTATIONS AND CONCERNS

Objectives:
- Know about expectations of the participant from the training course. This will be to avoid any misconceptions about the training, respectively to adjust the training program where appropriate and possible.
- Participants know which of their expectations can be addressed and which cannot be addressed.

Material: Color paper, makers, flipchart, and masking tape

Time: 20mns

Steps:
1. Introduce participants about the objectives of this session.
2. Distribute color paper and marker to participants.
3. Ask participants to write down their expectations and concerns on the given color paper (1 expectation per paper).
4. Facilitator collect all written color paper from participants.
5. Facilitator read out loud and group those expectations. In this step, facilitator can ask for clarification of any expectations and concerns hardly understand.
6. Wrap up the session.
7. Inform participants that we will come back to see all the expectation at the end of the course. All concerns will be taken into consideration.

Note for facilitator:
- Facilitator have to check carefully on each expectation and concerns, and honestly inform participants if some expectation and concerns could not be addressed because of this and that as some may out of topic of the training course. In case there are issues brought forward by participants, which you could/want to include into the program, make sure that in your daily facilitators’ meeting you discuss where and how to adjust the program.
SESSION 1.4: OBJECTIVES, PROGRAM, AND GROUND-RULES

Objectives:
- Participants are aware of the training objectives
- Participants will be able to remember and understand the logic of the training process.
- Facilitators and participants know about what should do and should not do in the class which promote a good working spirit.

Materials: Flipchart, marker, masking tape, note the objectives of the training courses, and copies of the workshop program.

Time: 20mins

Steps:
1- Introduce the objectives of the session to participants.
2- Present the objectives of the training course. Use handout 1.4a: Objectives of the training course. Facilitator can make reference to participants’ expectation and concerns from earlier session where relevant. Distribute the handout 1.4a and allow time for question and comments.
3- Distributing the training workshop program. Explain the major steps and how the modules are logically linked with each other. Us handout 1.4b: Training program.
4- Brainstorm in plenary by asking “what you should and should not do in class?”
5- Facilitator write all the idea from participants on flipchart.
6- Facilitator ask participants to have final check whether they agree or disagree.
7- Facilitator asks participant “What is the punishment look like when someone break the rules?”
   Note: Punishment could be in the form of dancing, joking story, acting like money or other animals, and pay money. This will depend on willingness of participants.
8- Facilitator wrap up and inform participants that all ground rules will have to be well respected by both facilitators and participants.

Notes for the facilitators:
- When presenting the objectives, make reference to participants’ expectation and concerns and explain which can be met and which can’t be met.
- To ensure working spirit, facilitator and participants should take responsibility to the ground-rules.
Handout 1.4a: Objectives of the training course
- Participants understand the key terms in natural resource field.
- Participants understand the benefits of natural resources.
- Participants understand about the sustainable natural resource management.
- Participants are aware of any forms of natural resource management.
- Participants understand about the connection between natural resource and livelihood.
- Participants understand and able to develop action plan.

Handout 1.4b: Program of the training course

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 01 (In class)</strong></td>
<td>Module 1: Setting the Scene (90mns)</td>
</tr>
<tr>
<td>08:00-09:30</td>
<td>Session 1.1: Opening/Welcome (15mns)</td>
</tr>
<tr>
<td></td>
<td>Session 1.2: Introduction of participants (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 1.3: Participants' expectation and concerns (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 1.4: Objectives, program, and ground-rule (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 1.5: Pre-test (15mns)</td>
</tr>
<tr>
<td>09:30-09:45</td>
<td>Coffee break</td>
</tr>
<tr>
<td></td>
<td>Module 2: Basic Concept of Natural Resources (60mns)</td>
</tr>
<tr>
<td>09:45-10:45</td>
<td>Session 2.1: Definition of natural resources (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 2.2: Type of natural resources (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 2.3: System of natural resources (20mns)</td>
</tr>
<tr>
<td></td>
<td>Module 3: Natural Resource Management (130mns)</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Session 3.1: Natural resource management (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 3.2: Why natural resource management is needed (45mns)</td>
</tr>
<tr>
<td>12:00-14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00-15:20</td>
<td>Session 3.3: Sustainable natural resource management (20mns)</td>
</tr>
<tr>
<td></td>
<td>Session 3.4: Forms of natural resource management (30mns)</td>
</tr>
<tr>
<td></td>
<td>Session 3.5: Roles and responsibilities of stakeholder in NRM (30mns)</td>
</tr>
<tr>
<td>15:20-15:35</td>
<td>Coffee break</td>
</tr>
<tr>
<td></td>
<td>Module 4: Planning (70mns)</td>
</tr>
<tr>
<td>15:35-16:45</td>
<td>Session 4.1: Definition of planning (20)</td>
</tr>
<tr>
<td></td>
<td>Session 4.2: Important of planning (20)</td>
</tr>
<tr>
<td></td>
<td>Session 4.3: Action plan (30)</td>
</tr>
<tr>
<td>16:45-17:00</td>
<td>Wrap up for Day 01</td>
</tr>
<tr>
<td>17:00-17:15</td>
<td>Discussion about Day 02 (Field Visit)</td>
</tr>
<tr>
<td><strong>Day 02 (Field Visit)</strong></td>
<td>- Traveling to deep pool fish conservation area.</td>
</tr>
<tr>
<td></td>
<td>- Welcome remark by CFi leader</td>
</tr>
<tr>
<td></td>
<td>- Presentation about daily activities and background of</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>12:00-14:00</td>
<td>Solidarity lunch</td>
</tr>
<tr>
<td>14:00-17:00</td>
<td>- Group discussion and presentation</td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
</tr>
<tr>
<td></td>
<td>- Training course evaluation</td>
</tr>
<tr>
<td></td>
<td>- Reflection</td>
</tr>
<tr>
<td></td>
<td>- Community and local authority representatives' remark</td>
</tr>
<tr>
<td></td>
<td>- Closing remark</td>
</tr>
<tr>
<td></td>
<td>- Traveling back to village</td>
</tr>
</tbody>
</table>
SESSION 1.5: PRE-TEST

Objectives:
- Participants assessed their own knowledge/understanding before the training.

Materials: Handout 1.5: Pre-test

Time: 15mns

Steps:
1- Explain the objectives of this pre-test to participants
2- Distribute the pre-test (handout 1.5) sheet to all participants and provide further explanation.
3- Give participants 20mns to complete the task.
4- Collect all answer sheet from participants.
5- Check if there is missing answer.
### Handout 1.5: Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is natural resources? What are they? Please give example.</td>
</tr>
<tr>
<td>2</td>
<td>What is the benefit of natural resources?</td>
</tr>
<tr>
<td>3</td>
<td>How many system of natural resource?</td>
</tr>
<tr>
<td>4</td>
<td>What is sustainable natural resource management?</td>
</tr>
<tr>
<td>5</td>
<td>How natural resource is managed?</td>
</tr>
<tr>
<td>6</td>
<td>Who are the stakeholders in natural resource management?</td>
</tr>
<tr>
<td>7</td>
<td>What is planning? Why?</td>
</tr>
</tbody>
</table>

Thanks!!!
MODULE 2: BASIC CONCEPTS OF NATURAL RESOURCES

Session 2.1: Definitions of natural resources
Session 2.2: Types of natural resources
Session 2.3: System of natural resources
MODULE 2: BASIC CONCEPTS OF NATURAL RESOURCES

Definitions, Types, and System of natural resources

Objective:
- Participants will understand the definitions, types, and system of natural resources

Materials: Flipchart, masking tape, maker, color papers, scissors and written lessons on flipchart, and handout.

Time: 60mns

Steps:
1. Explain the objectives of the session to participants by emphasizing on the real situation that they can look around the venue or their village that have natural resources.
2. Brainstorm participants by asking, “Based on your idea what does the natural resource mean?” by using color cards. Then, group their responses on the whiteboard/flipchart. After that invite few participants to speak about the natural resources and its situation in their communes/villages.
3. Summarize participants' ideas
4. Share the definition to the participants and reflect to participants' idea.
5. Provide time for Q&A
6. Inform participants when moving to another part “Types of natural resources”.
7. To facilitate this part, all participants will have to be divided into 3 groups (10 people/group)
8. Facilitator use photo in handout 2.1 and ask participants to group the pictures.
9. Each present their answer in plenary.
10. Facilitators correct the answer of participants
11. If time allow, for additional explanation, facilitator can use diagram 2.1 to share broader idea on type of natural resources.
12. To facilitate another part “System of natural resources”, facilitator hang banner (picture in handout 2.2) on the wall and give time for all participants to think how those 3 system connect to each other.
13. Invite up to 3-5 participants to voluntary express their thoughts on the banner.
14. Facilitator explains about the connection of those 3 systems by using handout 2.2 and extra note with example.
**Handout 2.1: Definition of Natural Resources**

Natural resources include vegetation, land, air, and water systems that are valued by people and serve to enhance the community. They directly contribute to development of the physical, mental, spiritual, and economic health and well-being of people and are essential to the survival of other species.

---

**Diagram 2.1: Types of Natural Resources**

<table>
<thead>
<tr>
<th>Natural Resources</th>
</tr>
</thead>
</table>
| Renewable Resources
  - Are resources that renew by themselves in short period of resource exists forever.
  - Air
  - Sun heat, sun light
  - Wind
  - Land (soil)
  - Surface and ground water
  - Forest
  - Wildlife |
| Non-renewable Resources
  - Refer to resources that take very long time to be renewed or are resources that can be consumed completely or in a limited condition:
  - Fusil fuel
  - Mine
  - Mountain
  - Sand
  - Rock |

---

**Extra note on Types of Natural Resources:** Many natural resources are non-renewable even if they can grow again because they need so much time to do so that we will not be here and able to use them again. For example, the earth takes 100,000 years to make the amount of petroleum, coal and
natural gas that people use in one year. Also, some kinds of fish and animals are also non-renewable once they all are killed so that they will become extinct. For instance, the Kou Prey, Cambodia’s national animal which used to be rich in Cambodia during 1960s may have already become extinct. Also, giant barb, Mekong Giant catfish and Irrawaddy dolphin are also threatened with extinction in the next few years, unless immediate action is taken.

Handout 2.2: System of Natural Resource

Natural resources can be grouped into three system:

- **Water systems**, which include streams, lakes, wetlands, storm-water runoff, groundwater, and shorelines.

- **Land systems**, which involve soils, rocks, and plants, as well as the underlying geology and topography

- **Air systems**, which involves air quality, climate and energy (e.g., global warming, wind and storm)

Extra note on system of natural resources:

All three systems are interdependent. Any impact to an element within one category affects natural resources in the other two systems. For example, removal of trees from a stream bank can lead to erosion of streamside soil, because tree roots are no longer anchoring the slope. Not only is valuable soil lost from the streamside plant community, but water quality is degraded by eroded soil and by loss of contaminant absorption by the trees, so fish and wildlife habitat may be impaired. Storm-water runoff will likely increase, perhaps causing floods, since trees and soils potentially absorb most runoff. Removal of trees also affects air quality, temperature, and microclimate, since trees provide oxygen, moderate air temperature, intercept and absorb precipitation, then return water to the atmosphere. This complexity of interaction is the reason that effective natural resource management must be done comprehensively – with careful consideration for the multiple impacts of action.
MODULE 3: NATURAL RESOURCE MANAGEMENT, WHY IT IS IMPORTANT

Session 3.1: Natural resource management
Session 3.2: Why natural resource management is needed
Session 3.3: Sustainable natural resource management
Session 3.4: Forms of natural resource management
Session 3.5: Roles and responsibilities of stakeholders in NRM
SESSION 3.1: NATURAL RESOURCE MANAGEMENT

Objective:
- Understand the definition of natural resource management

Materials: Flip chart, marker, masking tape, handout 3.1, and photo 3.1

Time: 20mns

Step:
1- Introduce the objectives of the session.
2- Divide participants into 3 groups (10 people/group).
3- Hang on the picture 3.1: Natural resource management. Ask them to discuss what picture represent about.
4- Each group present their ideas in plenary.
5- After the discussion, brainstorm with the group by asking “what is natural resource management mean?”
6- Each group present their idea in plenary.
7- Facilitator share idea by using photo 3.1 and handout 3.1. Then, reflect the participant’s idea with facilitator’s idea.
8- Provide time for Q&A
Natural Resource Management is an approach that is taken to protect the resources so as to guarantee that those resources are able to provide food, shelters, raw materials and energy for today's generation as well as the future generations.

Natural Resource management is the wise use, protection, development and conservation of natural resource in accordance with the policies and strategies of the government that involve all relevant stakeholders.
SESSION 3.2: WHY NATURAL RESOURCE MANAGEMENT IS NEEDED?

Objectives:
- Participants will recognize the importance of natural resource management.

Materials: Flip chart, marker, masking tape, and handout 3.2a, 3.2b, 3.2c, and 3.2d

Time: 45mns

Steps:
1- Introduce the objective of the session to participants.
2- Divide participants into 3 groups.
3- Each group discuss “Why natural resources management is needed?”
4- Each group present their idea in plenary.
5- Facilitator present handout 3.2a, 3.2b, 3.2c, and 3.2d
6- Reflect with participants’ idea.
7- Q&A

Note for the facilitators:
- There are many reasons for why NRM is needed, but facilitators must inform to participants that they are classified into 3 main reasons. This could make them easy to understand and remember.
Handout 3.2a: Why Natural Resource Management is Needed?

Effective natural resource management recognizes the complex interdependencies of natural systems and the fact that human impact to one natural system affects the others as well. This indicates the need for a comprehensive approach to natural resource management.

- **To provide a great deal of benefits:** Careful management of natural resources will maximize the environmental, economic, and social benefits they provide to the community and will decrease risk of harm to life and property. Carefully managing natural resources will not only save money and lifestyle it will also preserve a livable habitat for us. For example, forest provides lots of benefit to human and animal such storm protection, habitat, food, income...etc.

- **To ensure sustainable use and management:** Conservation is a set of actions designed to stop the natural resources from being lost, wasted and destroyed by the harmful effects of human activities. It is very important to protect biological, physical and cultural features of natural resources. Conservation is acting not only to stop more damage but also to improve what is happening. It can be remarkable that if the goals of both conservation and development are too ambitious, it cannot lead the society to a sustainable world. This means that development must balance with the conservation. Once again, carefully and wise management of natural resources can solve this problem as well as lead to sustainable natural resource use and management.

- **Protect, conserve and preserve natural resources:** There are two reasons that leads to protect and conserve natural resources and biodiversity. First, the introduction of non-native plants that displace indigenous plants, features of urban development that have resulted in loss and fragmentation of habitat; and more generally, the negative effects of pollution on air, water, and soil. Second, over use of natural resources.

Handout 3.2b: Inland, Marine and Total Fish Production (tons) for the years 2009-2014.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inland Production</td>
<td>390,00</td>
<td>405,000</td>
<td>445,000</td>
<td>509,000</td>
<td>550,000</td>
<td>505,005</td>
</tr>
<tr>
<td>Marine Production</td>
<td>75,000</td>
<td>85,000</td>
<td>91,000</td>
<td>99,000</td>
<td>100,000</td>
<td>120,250</td>
</tr>
<tr>
<td>Aquaculture</td>
<td>50,000</td>
<td>60,000</td>
<td>72,000</td>
<td>74,000</td>
<td>80,000</td>
<td>120,000</td>
</tr>
<tr>
<td>Total</td>
<td>515,000</td>
<td>550,000</td>
<td>608,000</td>
<td>682,000</td>
<td>730,000</td>
<td>745,255</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture, Forestry and Fisheries
### Handout 3.2c: Value of natural resources

![Diagram showing various natural resource icons]

### Handout 3.2d: Natural Resources' Service

![Diagram illustrating services provided by natural resources]

- Flood
- Eco-tourism
- Hurricane
- Organic Fertilizer
- Soil Erosion
- Research
- Ground Water
- Oxygen
SESSION 3.3: SUSTAINABLE NATURAL RESOURCE MANAGEMENT

Objective:
- Understand the definition and 3 elements of sustainable natural resource management.

Materials: Flip chart, marker, masking tape, and figure 3.3: Sustainable natural resource management.

Time: 20mns

Step:
1- Introduce the objectives of the session.
2- Divide participant into 3 groups (10 people/group).
3- Facilitator brainstorm participants by asking “What is mean by sustainable natural resource management? And what are the key elements to be considered?
4- Participants present their idea in plenary.
5- Facilitator presentation using handout 3.3 and 3.3a; and figure 3.3. Then, reflect with participant’s ideas.
6- Provide time for Q&A.
Handout 3.3: Sustainable Natural Resource Management

Sustainability of natural resource management comprises of the integration of environmental, social and economic issues.

- **Environmental aspect**: natural resources and biodiversity are maintained and are available for the next generation (pollution control, green space and waste management).

- **Social aspect**: ensure that there is an equitable uses and benefit sharing within the community (access to social service, housing, public safety etc.)

- **Economic aspect**: maximize the benefits gaining from natural resource and minimize its negative impact to the environment (transportation, employment and tourism).

Figure 3.3: Sustainable Natural Resource Management

- **Social and Environmental linkage**: This means social and environment have been developed which people pay attention on participation, and equitable benefits sharing of natural resources among people in society. However, society could not be developed if the small among of natural resources have been extracted. Therefore, the two linkages could not reach to sustainable natural resources management.

- **Social and Economic linkage**: the social and economic aspect has been developed. In general these aspects we have good infrastructure, better relationship, and high income generation of people in society. In contrast, environment aspect is careless because natural resources were extracted for economic and social development. This linkage does not lead to sustainable manner of natural resource management.

Handout 3.3a: Sustainable Natural Resource Management
• **Environmental and Economic linkage:** Environment was protected and developed. Rich of natural resources can leads to economic development. Whereas infrastructure, relationship among people and in equitable benefits sharing in society was less considered. As a result this linkage could reach to sustainability.

• **Sustainability:** it is the linkage of social, economic and environment. Balancing the 3 aspects in development is toward the sustainable manner of natural resource management.
SESSION 3.4: FORMS OF NATURAL RESOURCE MANAGEMENT

Objective:
- Be familiar with the forms of natural resource management including centralized, decentralized management and co-management

Materials: Flip chart, marker, masking tape, and handout 3.4.

Time: 30mns

Step:
1- Introduce the objectives of the session
2- Divide participant into 3 groups (10 people/group).
3- Facilitator asks community leaders who have long time experience in natural resource management field to share the history/changes of natural resource management in their area over their life time.
4- Facilitator share the form of natural resource management by using handout 3.4
5- Reflect to participants’ idea.
6- Provide time for Q&A
### Handout 3.4: Form of natural resource Management

Natural resource management can be done in many forms. For instance, the management itself can be completely controlled by the central government and senior government (centralized management) or it can be managed by local communities (decentralized management) or it can be managed in partnership between government and local community with supports from other stakeholders (NGOs and donors).

Natural Resource Management can be done in three forms:

**Centralized Management**
Centralized management refers to a top down approach that the control and ownership of resources belong to the government. For instance, from 1960s to 1900s the resource management in Cambodia (forestry and fisheries) was controlled in the form of centralized management.

**Decentralized Management**
Decentralized management refers to a bottom up approach which involves all stakeholders’ particularly local communities by empowering them to manage the resources. Decentralization is the process of transferring responsibility for planning, management and resource raising, and allocation from the central government and its agencies to ministries, department, non-governmental organization, local authority, commune and village as well as community.

**Co-management and community based natural resource management**
Co-management is the process that the local communities, government and relevant institutions work together to manage the resources. This means that there must be power sharing between government agencies and people involving in resources. Co-management emphasizes the managing of natural resource as a bottom-up rather than a top-down process. Also, it focuses on participation of user groups as it plays an active role in decision making between resource users and resource managers. CBNRM is an option that helps communities and government to protect and sustainability use natural resources and they both benefit from working together. In addition, CBNRM involves all stakeholders in particular the poor and marginalized groups into the process of policy development and decision making process.
For more detail about each type of NRM management, please see below:

**Centralized management**

Centralized management refers to a top down approach that the control and ownership of resources belong to the government. For instance, from 1960s to 1990s the resource management in Cambodia (forestry and fisheries) was controlled in the form of centralized management.

However, for several reasons, centralized management is not a good option as the government does not have ability to manage the resources in long distance which is leading to:

- Lack of knowledge on the inter-relationships between natural resources and local communities
- Lack of legal framework supporting the management of resources
- Lack of information on natural resource base and condition
- Lack of participation from local people
- Unclear definition and respect of property rights.

**Decentralized management**

Decentralized management refers to a bottom up approach, which involves all stakeholders’ particularly local communities by empowering them to manage the resources.

Decentralization is the process of transferring responsibility for planning, management and resource raising, and allocation from the central government and its agencies to ministries, department, non governmental organization, local authority, commune and village as well as community.

Decentralization recognizes that local government and users must buy into the process and be willing and able to provide policy and financial supports, contribute to the process of decision-making and policy reform and development.

Example of decentralization in fisheries management:

In 2000, the Prime Minister ordered the fisheries reform and the government cut 56% of the commercial fishing lots for local community. Moreover, in 2012, the Prime Minister decided to cancel all fishing in Cambodia. This is a reform in fisheries and decentralized management of fisheries to local community. Community fisheries are established on the areas deducted from fishing lots (DoF, 2001). In 2002, there were about 264 community fisheries established across Cambodia and most of them in the Tonle Sap Lake. In 2015, there were about 500 community fisheries registered in Cambodia. The draft Sub-Decree on community fisheries is being developed to support community fisheries and the new Fisheries Law is being drafted by MAFF as part of the
policy reform (MAFF, 2015). This is the part of decentralizing fisheries management through community fisheries.

**Co-management and CBNRM**

- **What is co-management?**

Co-management is the process that the local communities, government and relevant institutions work together to manage the resources. This means that there must be power sharing between government agencies and people involving in resources. Co-management emphasizes the managing of natural resource as a bottom-up rather than a top-down process. Also, it focuses on participation of user groups as it plays an active role in decision making between resource users and resource managers.

Similarly, **co-management** has been described as: "A formalized and replicable process of sharing of authority and responsibility by government and organized user groups in decentralized decision-making aiming at improved resource management and the provision of neutral facilitation and the promotion of dialogue between all stakeholders.

Four main areas need to be considered if we are to achieve successful co-management:

- **Natural Resource Management:** is aiming to achieve the activities to manage, protect, conserve, rehabilitate, regulate and enhance resources.
- **Community and Economic Development:** is aiming to raise income, improve standards of living, generate and improve social services such as infrastructure, access to water supply and sanitation, electricity, education as well as to improve social cohesion.
- **Capacity Building:** is aiming to increase capability of stakeholders, particularly for local community. It involves people participation, empowerment, education and trainings.
- **Institutional and Policy Supports:** involves conflict management mechanisms, individual and organizational linkages, interactive learning, legal support, policy development, advocacy and networking, forums for sharing experiences, power sharing, decision-making, and institution building. Strengthening gender, cultural and ethnic issues are emphasized throughout the implementation phase.

- **What is Community Based Natural Resource Management (CBNRM)?**

“CBNRM is characterized by local communities playing the central role in identifying resources, defining development prioritizes, choosing and adapting technologies, and implementing management practices.

CBNRM also referred to as CBNM- community based natural management has two aspects. Boyer explains: “One is actually gaining control over the resource base. The other is developing successful management strategies and mechanisms (Ibid).”
In the context of Cambodia, CBNRM is defined as "A diversity of co-management approaches that strive to empower local communities to actively participate in the conservation and sustainable management of natural resources through different strategies including community forestry, community fisheries, participatory land use planning and community protected area management.

CBNRM is an option that helps communities and government to protect and sustainability use natural resources and they both benefit from working together. In addition, CBNRM involves all stakeholders in particular the poor and marginalized groups into the process of policy development and decision making process."
SESSION 3.5: ROLES AND RESPONSIBILITIES OF STAKEHOLDER IN NRM

Objectives:
- Understand the roles and responsibilities of each stakeholder in NRM

Materials: Flipcharts, markers, color cards/paper, masking tapes, and handout 3.5.

Time: 30mns

Steps:
1. Introduce the objectives of the session to participants.
2. Brainstorming participants “Who are the stakeholders in NRM?” in plenary.
3. Facilitator write down the idea of participant.
4. Divide participants into 3 groups to define the role and responsibility of each stakeholders.
5. Facilitator present handouts 3.5 and reflect with the ideas of participants
6. Q&A
7. Wrap up the session
### Handout 3.5: Roles and Responsibility of Stakeholders in NRM

#### Stakeholders in NRM

- **Users:**
  - Numerous sub-group based on differing interests, power and location

- **Government**
  - Policy makers and politicians
  - Senior government officials
  - Field personnel
  - Other government

- **Development Agents**
  - International donors
  - Consultants
  - International donor projects

- **Other private sectors**
  - Non-profit Private organization
  - Private enterprises
  - Other individuals

#### Roles and Responsibility of Stakeholders in NRM

##### Role and Responsibility of users

- **Community members**
  - Participate and generate ideas in meeting.
  - Participate in natural resource management implementation. Such as protection, extraction and use of natural resource.

- **Community committees**
  - Facilitate in village discussion and meetings.
  - Ensure the good cooperation with local authority and involved institutes.
  - Ensure that the community members involve in decision making in NRM and planning.
  - Produce report to local authority and related institutes.

##### Roles and responsibility of junior, middle and senior government

- Provide technical and legislative support to the NRM and community.
- Provide security of resource tenure supported by legislation.
- Provide and increase awareness of people on the importance of natural resources.
- Encourage people to participate in the process of NRM.
- Give chances to people to express their voice in the decision making, planning and policy development processes.
- Apply their environmental assessment and management.
legislation to all development proposal.
  o Incentive those who save the environment and disincentives those who pollute the environment.

Roles and responsibility of NGOs and networks
  o Work as facilitators for helping the process of NRM.
  o Provide technical and capacity building support.
  o Provide NRM planning support and monitoring in implementation.
  o Provide good cooperation and networking through stakeholders.
  o Build networks and partnerships among stakeholders.

Roles and tasks of donors
  o Provide funds and give priority for natural resource management projects.
  o Provide direction for NGOs to manage the resources.
  o Work as monitors and evaluators for NGOs and networks.
SESSION 4: PLANNING

Session 4.1: Definitions of planning
Session 4.2: Important of planning
Session 4.3: Action plan
MODULE 4: PLANNING

Definition of planning
Important of planning
Action plan

Objectives:
- Define the definition of planning
- Understand the important of planning
- Understand the form and elements of action plan

Materials: Flip chart, markers, color papers, masking tape, and handout.

Time: 70mns

Steps:
1. Introduce the objectives of the session to participants
2. Divide participants into 3 groups (10 people/group)
3. Brainstorm participants by asking “What planning? What is the importance of planning?”
4. Representative of each group present idea in plenary.
5. Facilitator present the handout: 4.1 and reflect with participant idea
6. Provide time for Q&A.
7. Facilitator, discuss in plenary talking about action plan. Facilitator can ask CFi chief and local authority if they have annual action plan and share with the rest of participants.
8. Each group will have to come up with action plan for fishery resource management for their CFi.
9. Facilitators show table 4.1: Table of action plan, and explain each elements.
10. Participants get agreed on the format by discussion in plenary
11. Each group have to revise the action plan follow the agreed format in plenary.
12. Present the revised action plan in plenary
13. Provide time for Q&A.

Note for facilitator:
- In this session, facilitators should encourage community leader (CFi and local authority) to share their experience on how CFi management plan has been developed and how CIP (Commune Investment Plan) and CDP (Commune Development Plan) has been developed.
**Handouts 4.1: Definition**

**Definition of planning**
Planning determined by difference meaning depending on the concept and perception of individuals or institute respectively. Here are some definition appropriate federal consideration:

- The process of setting strategic goals, preparation and timetable to achieve the objective.
- The importance part of time and project management and it is also a set of activities of each step to achieving certain goal.
- The systematic of processing in preparing for the future targeted by selecting strategies, preparing activities schedule or budget resource in any circumstance.
- The process of preparing a set of activities based on specific time, strategic or limited resource to achieve the commune or community goal.

**The important of Planning**

- To understand on tasks we are going to do
- To do in Working group or co-working to make decision, collaborate and coordinate together and more actively and smoothly.
- To set the activities which have implanting and existing resource
- To provided good communication with other institute.
- To provide close guidance for project performance from day by day
- Supporting good management and governance of institute
- To show the goal which is easily to control result whether it is success and to evaluate the effectiveness of activities implementing
- To set the beneficiary and responsible

**Level of participation (In Case there is time available, facilitator can share this part)**

Level of participatory is depend on difference situation and circumstances. The main point, you have to consider which level is appropriate for you. There are 5 level of participation:

- **Information sharing:** is focus on the information sharing to people which have set in the work plan.
- **Discussion:** refer to the issue as define and identify. There are many solution for people to choose for feedback
- **Participatory decision:** to encourage all participation to provide additional ideas to selected the best way for optimal performance before they make decision together
- **Participatory activity:** refer to establishment of working partner to be responded on this work.
- **Supporting:** refer to freely supporting on the project which involve from community, mean that is the helping on activities development and their implement. Resource manager is the pusher and setting level of supporters.
Table 4.1: Table of action plan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sub-activities</th>
<th>Timeframe</th>
<th>Responsible</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4</td>
<td>5  6  7  8  9</td>
<td>10  11  12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE 5: FIELD VISIT
Module 5: Field Visit

Objectives:
- To reflect what they have learnt in class to the reality
- To get more knowledge through building close relation and sharing idea among the facilitators and participants
- Know about CFi zone
- Get to know the overview of deep pool fish conservation

Materials: Flip chart, marker, tape,

Time: 1 Day

Steps:
1. Explain the objectives and description of the trip
2. Participants get on the boats or other means of transportation (It depends on the situation of each CFi)
3. Presentation by CFi Chief/representative and deep pool fish conservation patroller related overview of CFi activities, management plan, daily activities, challenges of conversation area, and solutions.
4. Q&A
5. Visiting conservation pool, development pool, and flooded forest.
6. All participants will be divided into 3 groups to prepare presentation of what they have learnt from field trip? How field trip reflect in class training?
7. Each group presentation
8. Q&A
9. Sum up and closing remark by facilitator and community representative
10. All people back to main land/village.
Module 6: Closing Session

- Session 6.1: Post-test
- Session 6.2: Course evaluation
- Session 6.3: Reflection
- Session 6.4: Community representatives’ remark
- Session 6.5: Closing remark
SESSION 6.1: POST-TEST

Objectives:
- Know about the level of understanding of participants after completed the course delivery.

Materials: Handout 6.1

Time: 15mns

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 6.1 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
### Handout 6.1: Pre-test

Name of CFi: ..............................................
Name: ..................................Sex: ..................Age: .................Status: ..................
Educational status: ..............................
Role: ....................................................
H/P: .................................................

1- What is natural resources? What are they? Please give example.
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

2- What is the benefit of natural resources?
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

3- How many system of natural resource?
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

4- What is sustainable natural resource management?
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

5- How natural resource is managed?
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

6- Who are the stakeholders in natural resource management?
   ....................................................................................................................................
   ....................................................................................................................................
   ....................................................................................................................................

7- What is planning? Why?
   ....................................................................................................................................
   ....................................................................................................................................

Thanks!!!
SESSION 6.2: COURSE EVALUATION

Objectives:
- Know the idea of participants on training process, materials, facilitators’ performance, and additional feedback.

Materials: Handout 6.2

Time: 15mns

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 6.2 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
### Handout 6.2: Training Course Evaluation

#### Training Process and Materials

<table>
<thead>
<tr>
<th>Items</th>
<th>Very happy</th>
<th>Happy</th>
<th>OK</th>
<th>Unhappy</th>
<th>Very Unhappy</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solidarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch/dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to your expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Facilitators' performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Very happy</th>
<th>Happy</th>
<th>OK</th>
<th>Unhappy</th>
<th>Very Unhappy</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Question

**Which keys point will you apply?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………

**Any comments for better training courses delivery in the future?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………

**Do you have any other training need?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………

**Other suggestion?**

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thanks!
The Learning Institute

#45, Street 113, Sangkat Boeung Keng Kang III, Khan Chamkar Morn, Phnom Penh, Cambodia.
P.O. Box 2509
Tel: +855 (0) 23 994935
E-mail: info@learninginstitute.org
Website: www.learninginstitute.org

Copyright © 2015

This training module developed under support from Government of Sweden and Southeast Asian Fisheries Development Center. The views expressed in this document are those of The Learning Institute and are not necessarily reflective of the supporting partners and donors.”