Requirement Guideline and Training Procedure of SPFM Certification Program
REQUIREMENT GUIDELINE AND TRAINING PROCEDURE OF SPFM CERTIFICATION PROGRAM

LEI Guidelines Series 99-10

THE INDONESIAN ECOLABELLING INSTITUTE (LEI)
REQUIREMENT GUIDELINE
AND TRAINING PROCEDURE OF SPFM
CERTIFICATION PROGRAM

LEI Guidelines Series 99-10

LEI GUIDELINE 99-11
LEI GUIDELINE 99-12
LEI GUIDELINE 99-13
LEI GUIDELINE 99-14
LEI GUIDELINE 99-15

THE INDONESIAN ECOLABELLING INSTITUTE (LEI)
Numbering System of The Indonesian Ecolabeling Institute  
Forest Certification System Documents  

Each LEI's document will follow the numbering/coding system as follows:

I. Document Type and Status
Document types and status for every LEI standards and guidelines is written at the left-upper of its cover, as drawn below:

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<th>Type of Document</th>
<th>Amendment Draft</th>
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<tr>
<td>Status of Dokument</td>
<td>LEI-II</td>
</tr>
<tr>
<td>Document No.</td>
<td>LEI-II/99-02/2</td>
</tr>
<tr>
<td>Date</td>
<td>June 18, 1999</td>
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1.1. Type of Document  
a. Proposal Draft: is a new proposal document to the document of certification system  
b. Amendment Draft: is a revised document that has been determined as LEI Guideline

1.2. Status of Document  
a. LEI-I: Document of proposal/amendment draft proposed by LEI Secretariat  
b. LEI-II: Document of proposal/amendment draft resulted from the first workshop and/or from consultation process with stakeholders  
c. LEI-III: Document of proposal/amendment draft resulted from Team Work established by LEI  
d. LEI-IV: Document of proposal/amendment draft resulted from the second workshop and/or from consultation process with stakeholders  
e. LEI-V: Document of final proposal/amendment draft proposed by LEI to be approved by stakeholders  
f. Final Document: Document that has been approved by YLEI Board of Trustees

1.3. Number of Document  
Document number is related to the document types and status. Document No. LEI-II/99-02/2 - for example - indicate that:  
a. The document is published from the result of workshop  
b. It has a serial number of 88-02  
c. It is a second draft judging from the status of document

1.4. Date of Document  
Describing when the document is made

II. Document Title  
Document title follows LEI numbering system. Example:  
- LEI Guideline 89-01: General Requirements for SPFM Certification Body

III. Numbering System

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#### 1. LEI Guideline series 88-00

- LEI Guideline 88-00: Requirement Guideline and Work Procedures for Timber Tracking
- LEI Guideline 88-01: General Requirements for Timber Tracking Certification Body
- LEI Guideline 88-02: General Requirements for Timber Tracking Certification Field Assessor
- LEI Guideline 88-03: General Requirements for Timber Tracking Certification Expert Panel

#### 2. LEI Guideline series 88-10

- LEI Guideline 88-11: Training Guideline for Timber Tracking Certification Field Assessor
- LEI Guideline 88-12: Training Guideline for Timber Tracking Certification Expert Panel
- LEI Guideline 88-14: General Requirements For Ecolabelling Certification Training Body
- LEI Guideline 88-15: General Requirements For Ecolabelling Certification Personnel Registration Body

#### 3. LEI Guideline series 88-20

- LEI Guideline 88-21: Guideline for Field Assessment on Timber Tracking Certification
- LEI Guideline 88-23: Guideline for Screening Process on Timber Tracking Certification
- LEI Guideline 88-24: Guideline for Decision-making on Timber Tracking Certification
- LEI Guideline 88-25: Guideline for Drawing-Up Recommendations on Timber Tracking Certification

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#### 1. LEI Guideline series 99-00

- LEI Guideline 99-00: Requirement Guideline and Work Procedure for SPFM
- LEI Guideline 99-01: General Requirements for SPFM Certification Body
- LEI Guideline 99-02: General Requirements for SPFM Certification Field Assessor
- LEI Guideline 99-03: General Requirements for SPFM Certification Expert Panel

#### 2. LEI Guideline series 99-10

- LEI Guideline 99-11: Training Guideline for SPFM Certification Field Assessor
- LEI Guideline 99-12: Training Guideline for SPFM Certification Expert Panel
- LEI Guideline 99-13: Training Guideline for SPFM Certification Trainer
- LEI Guideline 99-14: General Criteria for SPFM Certification Training Institution
- LEI Guideline 99-15: General Criteria for SPFM Certification Personnel Training Institution

#### 3. LEI Guideline series 99-20

- LEI Guideline 99-21: Guideline for Sustainable Natural Production Forest Management (SNPFM) Certification Program
- LEI Guideline 99-22: Guideline for Field Assessment on SNPFM Certification
- LEI Guideline 99-23: Guideline for the Screening Process in the SNPFM Certification
- LEI Guideline 99-24: Guideline for Decision-making on SNPFM Certification

#### 4. LEI Guideline series 99-30

- LEI Guideline 99-30: Guideline for Sustainable Plantation Forest Certification

#### 5. LEI Guideline series 99-40

- LEI Guideline 99-40: Guideline for Community-based Forest Management

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<td>Indicators of Intensity Scale for Sustainable Natural Production Forest Management</td>
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IV. Memorandum

1. All parties who have reasons to quote all or some of this document, should acknowledge the document status, type, and number clearly, and should inform LEI secretariat.

2. The use of every LEI Standard, Guideline, Technical and Academic Document in the implementation of SPFM Certification should be done thoroughly. LEI is not responsible for the inaccurately use of LEI Standards and Guidelines.

Note:
Documents in which the titles are in italic form shows that such documents are still in the development process.
This publication was prepared for a dissemination of Certification System for Sustainable Production Forest Management to concerned parties. Publications are available in two versions, in Indonesian and English.
GRATITUDES

With a kind help and supports from various concerned parties to the development of certification system for an upright and sustainable natural resources management, this publication was completed. We would like to acknowledge the advice and other inputs of the development of Training system for achieving Sustainable Forest management: Ir. Boedijono (Center for Standardization and Environment, Ministry of Forestry), Ir. Bambang Uripno, MEd (Pusdiklat Pegawai Dephutbun), Ir. Samsudi, MEd (Pusdiklat Pegawai dan SDM Kehutanan), Ir Jalal, Ir Jamartin Sihite, Ir. Nawa Irianto, Ir Ferdinandus Agung, Ir Ahmad, Ir. Zaenal Arifin, Ir. Agung Nugraha, Ir Sunardi, Dr. Agus Setyarsa, Ir. Didik Suhardjito, Ir. Lis Wibisono (BSN), Ir. M. Noor Efansyah, Drs. Noor Fauzi, and Drs. Rifki Mochtar.

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f) Forest Management Unit PT. Hutan Mulya (Dwima Group) where the revised certification system field test was conducted.

g) Expert Panel I and II for Field Test of Revised Certification System for SNPFM: Didiek Suharjito, Soedarjanto, M. Ratu Asyhari.

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Bogor, December 2000

Dradjad H. Wibowo
Executive Director
PREFACE

SUSTAINABLE FOREST MANAGEMENT

Indonesia is the third largest bio-diversity forest resource in the world after Brazil and Zaire. Forest gives mankind multiple advantages, either in economy and social-cultural or in environment. To reach the balance of those three benefits and to meet the aspect of fairness in generations, forest resources management insists a thoughtful consideration with long-term perception.

Forest resource is one of the natural resources under the state control and needs to be made the most of for the people's welfare. The state is usually perceived as "territory, government and people". Forest retains public functions that have to be preserved in providing people's life with essential environmental and social facilities.

One of the methods to urge sustainable forest management is by applying forest certification. In forest certification the performance of forest management is evaluated by examining the aspects of production, ecology and social. Any forest manager shall give their concern to sustainable functions of forest production, ecology and social. In Indonesia, forest certification initiative emerged after 1992 Earth Summit Conference in Rio de Janeiro. The first step of this initiative was to establish "Ecolabelling Working Group" that participated by parties with concern to forest situations, they were from government, academicians, NGO and private. Through long and tense discussions, an agreement on certification system was at last made. They were:
1. Sustainable forest management criteria and indicators
2. Certification application procedures
3. General requirements for persons involved with certification work, and
4. Manual for certification decision-making

For a credible certification system, the preparation process was made transparently and by act of participatory with reference to international standards. In addition, certification system shall at all times keep an eye to specific conditions in Indonesian forests resources.

It is hoped that certification system established together with the stakeholders will be properly employed. Without the support from all parties in applying this certification it would be difficult for us to attain a fair and sustainable forest management. Therefore, the book is prepared with the above spirit as well as expectation of giving assistance to our goal: To Sustainably Develop the Forest.

Bogor, December 2000

Emil Salim
Board on Trustees
ABOUT THE LEI STANDARDS, LEI GUIDELINES, LEI TECHNICAL AND ACADEMIC DOCUMENTS

1. LEI standards describe system framework for sustainable production forest management, which are the basis for certification implementation. The standards also become assessment frameworks for Sustainable Production Forest Management System (SPFM).

2. The LEI Guidelines is the reference during an implementation of SPFM Certification activity, these guidelines define procedures for Sustainable Natural Production Forest Management (SNPFM) including procedure for the process of appealing against certification decision. LEI Guidelines in SNPFM comprises of three main parts:
   2.1 LEI Guidelines series 99-00 explains Minimum Requirements for certification implementers i.e.: certification bodies, Assessors and Experts Panel.

3. LEI Technical Documents are available for references in the assessments or in developing quality system for certification bodies. Available documents to date are Verifier and Verification Toolbox for Assessment Criteria and Indicators of Sustainable Natural Production Forest Management (SNPFM) System and Indicators of Intensity Scale for Sustainable Production Forest Management.

4. The Academic Document provides background, logical framework and the urgent to develop SPFM certification system.

5. This publication is prepared for the interest of SNPFM certification implementation in Indonesia. These guidelines are developed particularly to lead Executive Board of LEI, Secretariat and Certification Bodies as well as concerned parties.

5.1 For LEI Executive Board:
   5.1.1 To provide a basis to evaluate certification bodies for accreditation process.
   5.1.2 To provide a basis for developing other procedures
   5.1.3 To provide for a transparency as LEI is required to be credible with the stakeholders including government, private sector in forestry, certification bodies, Personnel Registration Body, NGO(s) and general public.
5.2 For Certification Bodies:

5.2.1 To provide a concise framework to facilitate the development of effective certification systems

5.2.2 As reference in developing quality system for the certification bodies

5.2.3 To specify the performance that should be achieved by certification bodies in order of maintaining their accreditation from LEI

5.3 For management unit:

5.3.1 As a framework in achieving sustainable forest management.

5.3.2 As a reference for internal assessment in management unit to prepare for certification.

5.4 For concerned parties

5.4.1 As a reference to understand certification system that has been applied,

5.4.2 As a reference in the monitoring process of certification implementation,

5.4.3 As a reference for inputs providing as well as critics to the certification implementation,

5.4.4 As a reference for providing inputs and critics to the certification system.
SHORT NOTES IN THE DEVELOPMENT PROCESS OF CERTIFICATION SYSTEM

1. LEI Standards, LEI Guidelines and Technical Documents have been developed through various consultations with multi-stakeholders in the form of seminars, workshop, meetings with selected participants, small group meetings and others.

2. LEI Standards, LEI Guidelines, and LEI Technical Documents has been developed through a long process, started in September 1999 to November 11, 1999.

3. In February 1998, the Ministry of Forestry initiated a workshop to discuss criteria and indicators for a system of management on natural production forest. The participants of the workshops were from government agencies (Ministry of Forestry), Indonesian Ecolabelling Working Group, and APHI Expert Team Members. The result was an agreement to a set of criteria and indicator for sustainable natural production forest management.

4. With reference to the above workshop results, Indonesian Standardization Body (ISB) endorsed the standards for sustainable production forest management as a guidelines for an implementation to be applied as the ISB Standard and Guidelines in 1998;
   - SNI 19-5005-1998: Terms and Definitions relating to Production Forest Certification
   - BSN Guideline 99: Certification System for Sustainable Production Forest Management

5. With respect to various inputs and critics via letters, fax, e-mail messages delivered to LEI Secretariat from the stakeholders on criteria and indicators for sustainable production forest management and its certification system, as well as recommendations from various discussion/workshops and other public meetings on LEI Standards and Guidelines to concerned parties in Indonesia together with memorandum of understanding between LEI and Forest Stewardship Council (FSC), LEI Board of Trustees decided to revise (amend) LEI certification system.

6. During the joint activities between LEI and FSC in international workshops, and joint field test for both systems, a revision needs to be conducted to the certification system (in subjects of Procedure for Certification Implementation as well as Criteria & Indicators) of Sustainable Natural Production Forest Management.

7. On November 11, 1999 –after system development and revision process was completed– LEI Board of Trustees approved LEI Standards, LEI Guidelines and LEI Technical Documents as the Final Documents as stated in a letter of approval No. 02/LEI/SK/BP/XI/99 signed by Prof. Dr. Emil Salim. The revision process followed the stages as described in LEI numbering system.

8. This publication is based on a review of all comments and suggestions received until 2000. It has also been reviewed by the LEI editorial team to ensure the clarity, accuracy and adaptability of the sentences structure.

All parties are invited to give comments and suggestions to this publication. All inputs should be delivered to LEI Secretariat.
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TRAINING GUIDELINE FOR FIELD SSESSOR OF SUSTAINABLE PRODUCTION FOREST MANAGEMENT CERTIFICATION

1. Introduction

Training Guideline for Field Assessor is aimed to create a system for the sustainable production forest management (SPFM) Field Assessor Training.

SPFM Field Assessor is an individual who has authorization to perform field assessment in the SPFM certification process. SPFM Field Assessor shall be without any financial and/or ownership and/or other relationship with certain Management Unit that would lead to possible conflict of interest. Field Assessors are classified into Field Assessor, Senior Field Assessor and Lead Assessor. This training program is aimed for Field Assessor and Lead Assessor.

2. Scope

The aim of this guideline is to determine the criteria and requirements for Sustainable Production Forest Management (SPFM) Field Assessor Training and for field assessor training system that have been used as reference by the training bodies. The guideline consists of:

a) Criteria and requirements for SPFM Field Assessor and SPFM Lead Assessor training candidates.

b) Professional ranks of SPFM Field Assessors,

c) Field Assessor Training System (subject, objective, discussion topic, material, timing, learning method and participant's target, which are: 1. Field Assessor, 2. Lead Assessor)

3. References

1. LEI Standard 5000, Sustainable Production Forest Management System Framework.

2. LEI Standard 5005, Terms and Definitions Relating to Forest Certification.
3. LEI Guideline 99, Sustainable Production Forest Management (SPFM) Certification System.
4. LEI Guideline 99-02, General Requirements for SPFM Certification Field Assessor.

4. Criteria and Requirements for SPFM Field Assessor Training Candidate

Rank of Field Assessor:
1. Field Assessor
2. Senior Field Assessor
3. Lead Assessor

4.1 Field Assessor (hereafter refer to as FA)

Scope of experience, competency, skill and attitude of SPFM-FA training candidate:

a) Qualify with Certification Field Assessor criteria as defined by LEI Guideline 99-02.
b) Candidates shall attach their experiences in the curriculum vitae form that states:
   personal data, work experiences and other supplementary records, together with
   testimonials/ other verification and personal statement.
c) Technically capable to perform the work of field assessment in the Management Unit area.
d) Qualified to perform field information/data analysis and make conclusions for each
   indicator in his/her aspect of expertise and submit a well-presented report of field
   assessment results.
e) Possess good communication skill, in speaking and in writing.

4.2 Lead Assessor (hereafter refer to as LA)

Expertise, education and experience of SPFM-LA training candidate:

a) LA training candidate shall meet the qualifications of expertise, education and experience
   for FA following the LEI Guideline 99-02.
b) Training candidates shall attach their experiences in the curriculum vitae form that states:
   personal data, working experiences and other supplementary records, together with
   testimonials/other verification and personal statement.
5. Assessor Rank
Based on LEI Guideline 99-02 and LEI Guideline 99-01, standard professional ranking are as below:

RANKS OF SFPM CERTIFICATION FIELD ASSESSOR

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EDUCATIONAL PRE-REQUIREMENTS</th>
<th>TRAINING AND EXPERIENCE PRE-REQUIREMENTS</th>
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<tbody>
<tr>
<td>PL</td>
<td>D-3 + 5 years experience</td>
<td>Field Assessor Training certificate or Field Assessor Competency certificate</td>
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<tr>
<td></td>
<td>S-1 + 3 years experience</td>
<td>Registered at the Personnel Registration Body as Field Assessor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good communication skill, in speaking and in writing.</td>
</tr>
<tr>
<td>PLM</td>
<td>same as above</td>
<td>Registered at the Personnel Registration Body as a Senior Field Assessor</td>
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<td></td>
<td></td>
<td>Have been conducted at least two field assessments (LEI Guideline 99-02, point 5.3) or have worked for three full years in field assessment (LEI Guideline 99-02, point 5.1 (b)).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No requirement to participate in Senior Field Assessor training</td>
</tr>
<tr>
<td>PLK</td>
<td>D-3</td>
<td>Passed SFA training or SFA Competency Test</td>
</tr>
<tr>
<td></td>
<td>S-1</td>
<td>Registered at the Personnel Registration Body as SFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have been conducted at least five field assessment (LEI Guideline 99-02) or have a minimum five full years working experience in the Management Unit (LEI Guideline 99-02)</td>
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In case one Lead Assessor is not available, the Personnel Registration Body may appoint a Lead Assessor by special consideration (LEI Guideline 99-02, point 4.3. b)

1.6. SFPM Field Assessor Training System
This SFPM Field Assessor Training Program is conceived by based on the training needs for Field Assessor (FA) and Lead Assessor (LA) in compliance with LEI Guideline 99-02. This training program contains information regarding the curriculum and syllabus, together with other information necessary to ensure an accomplishment of training.
7. Core of Competency

Core of Competency for Field Assessor are:
1. Competent in fact-finding and data-collecting
2. Competent in conducting analysis to each indicator in their field of expertise
3. Competent in reaching conclusion regarding Management Unit performance
4. Competent in report-writing based on available facts/data

Core of Competency for Senior Field Assessor are:
1. Capability of Senior Field Assessor
2. Competent in delivering input for development of evaluation method

Core of Competency for Lead Assessor are:
1. Competency as Lead Assessor
2. Competent to make evaluation work-plan
3. Competent in organizing the team of Field Assessors
4. Competent in delivering Field Assessor Team work-performance evaluation
5. Competent to present report systematically

8. Competency Test

The Core of Competency is mostly required to design procedure and mechanism of Competency Test. The test shall be conducted by Personnel Registration Body to evaluate a certification personnel competency under below considerations:

1. A need to assure the competency of personnel to perform the task as SFPM Certification Field Assessor.
2. Adequate experience and expertise in the related field.
3. Public admittance through a reference given by certain party (ies) that specifies the related personnel is beyond any doubt a specialist with experience and has the capability to perform a special activity, thus considered not necessary to be given more formal training.

There are two results of Competency Test, COMPETENT and NOT COMPETENT.
9. Training Curriculum

The curriculum is posed as the minimum standard for a Training Body to conduct training. The curriculum must at least describe: subject, objective/target, topic, topic description, learning method and number of class-hour (noch). The curriculum attached to this guideline is an inseparable part and may be revised throughout development of the system. Attachment 1 is Sustainable Natural Forest Production Management (SNFPM) training curriculums, covering:

A. Training Curriculum for Field Assessor in Production Aspect
B. Training Curriculum for Field Assessor in Ecological Aspect
C. Training Curriculum for Field Assessor in Social Aspect
D. General Training Curriculum for Field Assessor
E. Training Curriculum for Lead Assessor
ATTACHMENT
## ATTACHMENT 1. SUSTAINABLE NATURAL FOREST PRODUCTION MANAGEMENT TRAINING CURRICULUMS

### A. TRAINING CURRICULUM FOR FIELD ASSESSOR OF PRODUCTION ASPECT

<table>
<thead>
<tr>
<th>No.</th>
<th>SUBJECT</th>
<th>OBJECTIVE</th>
<th>TOPIC</th>
<th>TOPIC DESCRIPTION</th>
<th>TIME (No of class-hr)</th>
<th>LEARNING METHOD</th>
</tr>
</thead>
</table>
| 1   | Description of Criteria and Indicator in Production Aspect | Training participants are expected to:  
• Understand the logical framework to establish a general criteria and indicator  
• Recognize the C&I for Production Aspect in their early process  
• Be familiar with data collecting method in Production Aspect  
• Understand how to determine intensity scale in Production Aspect | • Production Aspect principles linked with the output dimension  
• Production Aspect principles are linked with the management dimension  
• Elaboration and explanation of C&I in Production Aspect  
• Sampling techniques in data collecting  
• Evaluate intensity scale of C&I for Production Aspect | • How to establish the C&I. Activities relating to forest management and timber production process.  
• Sustainability of forest resources, production and industry | 8 class-hr | Lecture, discussion and case study  
Teaching Team:  
Expert team,  
Logging, management and Silviculture |
| 2   | Production Forest Management | Training participants understand the significance of production forest management in achieving Sustainable Forest Management framework | • Timber production process, forestry regulations, ITSP, ITT, logging infrastructure development, logging, skidding, bucking, log transfer and production. | • Sustainable forest evaluation mechanism that relates to forest management and production.  
• Annual Activity Plan development and confirmation process.  
• Differences between regulations implementation and SNPFM | | |
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<tr>
<th>No.</th>
<th>SUBJECT</th>
<th>OBJECTIVES</th>
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<th>DESCRIPTION OF TOPICS</th>
<th>TIME (No of hours)</th>
<th>LEARNING METHODS</th>
</tr>
</thead>
</table>
| 3   | Reduced Impact Logging (RIL)     | Training participant are expected to be acquainted with the concept of RIL | • RIL concept criteria  
• How to develop RIL implementation  
• What is the focus of RIL implementation  
• Tool and equipment in RIL implementation | • RIL criteria  
• RIL requirements  
• Post-logging evaluation  
• How to conclude whether a Management Unit has implemented RIL concept | 2 class-hr | Lecture, discussion and case study |
| 4   | Forest Inventory Assessment      | Training participant familiar with forest inventory assessment methods    | • Government regulation on forest inventory assessment  
• System and forest resource inventory as an asset  
• SDH assessment method in SPFM | • Government regulation relating to SDH accounting and relevance with SPFM  
• Accurate assessment of forest inventory as asset or capital  
• Various assessment methods in SDH accounting | 2 class-hr | Lecture and case study |
| 5   | Development of SPFM Assessment Method | Training participants are expected to have the skill to make recommendation for assessment method improvement based on their experiences | • Observation to the existing methods  
• Development of assessment methods | • Description of production aspect assessment method as a verifier tool to justify the indicator assessed  
• Experiences during the use of reliable and accurate appliance of method  
• Several recommendations in assessment method | 2 class-hr | Discussion and case study |
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<tr>
<th>No.</th>
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<th>TIME (No of hours)</th>
<th>TEACHING METHODS</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Chain of Custody/COC Certification</td>
<td>Participants aware of the concept and mechanism of COC certification</td>
<td>- The function of COC in forest sustainability</td>
<td>Description on COC as legality assessment for timber in nodes, where timber mutation are made (forest outflow to industrial inflow gate)</td>
<td>2 class-hr</td>
<td>Lecture, discussion and case study</td>
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<td></td>
<td></td>
<td></td>
<td>- Relevance between COC certification and timber trade</td>
<td>Relevance of COC certification with international market demand</td>
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<td></td>
<td></td>
<td></td>
<td>- COC principles</td>
<td>COC Route 1, Route 2 and Route 3</td>
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<tr>
<td>7</td>
<td>Field Assessment Exercise</td>
<td>Participants conduct a complete field assessment using C&amp;I of production aspect, starting from methodology selection, field preparation and data collecting</td>
<td>- Team Work- Schedule</td>
<td>Determination of Management Unit typology</td>
<td>8 class-hr</td>
<td>Mock Assessment exercise</td>
</tr>
<tr>
<td></td>
<td>- Assessment Schedule</td>
<td></td>
<td>- Meeting with Management Unit</td>
<td>Plan the checklist based on C&amp;I of production aspect</td>
<td></td>
<td>Exchange experience, guided by Senior Assessor</td>
</tr>
<tr>
<td></td>
<td>- Assessment for all criteria and indicators</td>
<td></td>
<td>- Data and information collecting based on the C&amp;I of production aspect.</td>
<td>Sampling method</td>
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<td></td>
<td></td>
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<td></td>
<td>Data collecting process</td>
<td>16 class-hr</td>
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<td>Progress report</td>
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<td></td>
<td>Field discussion</td>
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<td>8</td>
<td>Field data analysis and report-writing</td>
<td>Participants make justification of each indicator's intensity scale, and write the report</td>
<td>Categorizing and transferring of data into each indicator value (range: very poor - excellent).</td>
<td>Data and information analyzing</td>
<td>8 class-hr</td>
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<td></td>
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<td></td>
<td>Technique and method of data categorizing to each value of each indicator of production aspect;</td>
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<td></td>
<td>Field assessment results report writing</td>
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<td>Evaluation on production aspect through decision-making process</td>
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<td>No.</td>
<td>SUBJECT</td>
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<td>9</td>
<td>Presentation of field assessment result based on actual field assessment result</td>
<td>Participants deliver systematic presentation in production aspect to meet the requirement for decision-making process</td>
<td>• Presentation of data analyzing result in front of Expert Panel II (simulation)</td>
<td>• From the report, each participant shall be accountable of his/her field assessment result in front of Expert Panel II, and to make conclusion or clarification of various issues related to the finding (Note: Expert Panel II represented by facilitators) • Facilitators briefed the participants on how to make presentation and provide them with various strategies to meet data requirement as demanded by Expert Panel II.</td>
<td>4 class-hr</td>
<td>Simulation and Role-play</td>
</tr>
<tr>
<td>10</td>
<td>Examination / Evaluation</td>
<td>□ To determine participant's level of capacity as the candidate of production aspect assessor □ To meet the qualification standards defined by Personnel Registration Body.</td>
<td></td>
<td></td>
<td>4 class-hr</td>
<td>Written test</td>
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</table>
# B. TRAINING CURRICULUM FOR FIELD ASSESSOR OF ECOLOGICAL ASPECT

<table>
<thead>
<tr>
<th>No.</th>
<th>SUBJECT</th>
<th>OBJECTIVES</th>
<th>TOPICS</th>
<th>DESCRIPTION OF TOPICS</th>
<th>TIME (No of hours)</th>
<th>LEARNING METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conservation and maintenance of genetics, species and ecosystem diversity within the management of natural production forest</td>
<td>Participants recognize: • typology of ecological aspect • genetics, species and ecosystem diversity principles and their relevance with sustainable natural production forest management (SNPFM)</td>
<td>Principles of genetics, species and ecosystem diversity conservation and maintenance • Relevance of genetics, species and ecosystem diversity with Sustainable Production Forest Management (SPFM) • Determining of ecological typology</td>
<td>Principles of genetics, species and ecosystem diversity conservation and maintenance and intensive interaction with Sustainable Production Forest Management (SPFM) • Early ecological typology is determined based on secondary data: map and other available information. By further adding social typology, a Management Unit typology will then be specified</td>
<td>3 class-hr</td>
<td>Lecture, discussion, map or drawing demonstration and LCD panel</td>
</tr>
<tr>
<td>2</td>
<td>Description of Ecological C&amp;I</td>
<td>Participants recognized: • Ecological C&amp;I and the relevance with SPFM</td>
<td>Ecological C &amp; I • Wild animal • Vegetation • Soil and Water Conservation</td>
<td>Describe each C&amp;I of ecological aspect and method to collect and analyze the data.</td>
<td>4 class-hr</td>
<td>Lecture and discussion</td>
</tr>
<tr>
<td>3</td>
<td>Ecological Data Collecting Methods</td>
<td>Various methods to be employed</td>
<td>Description of data collecting method for each indicators • Strength and weakness of certain method</td>
<td>Description of each method shall cover: • wild life, • vegetation, • soil and water</td>
<td>5 class-hr</td>
<td>4 class-hr 4 class-hr</td>
</tr>
<tr>
<td>No.</td>
<td>SUBJECT</td>
<td>OBJECTIVES</td>
<td>TOPICS</td>
<td>DESCRIPTION OF TOPICS</td>
<td>TIME (No of hours)</td>
<td>LEARNING METHOD</td>
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</tbody>
</table>
| 4   | Mock Assessment  
   - Development of assessment methods | Participants have the competence to conduct field assessment using the C&I of ecological aspect, including data finding and data verifying | • Team pre-assessment  
   • Designing of work-schedule | • Listing of documents/data to be used  
   • Decision on final work-schedule and sample site | 4 class-hr (1-3) | Mock Assessment  
   Field exercise |
| 5   | Field data management | - Field data analysis  
   - Reporting | • Description of data collecting for each ecological indicator  
   • Data collecting and field application  
   • Data and information analysis  
   • Categorizing or data transfer to levels of indicator (range: very poor - excellent).  
   • LEI Guideline 99-21, 99-22 | • Alternative method for each indicator in ecology  
   • Sampling design  
   • Field data collecting exercise  
   • Field data and reporting (secondary data) relevancy  
   • Categorizing levels of ecological indicator employed during determination of management Unit performance quality in ecological aspect (using AHP method)  
   • Reporting shall be in compliance with definitions stated in LEI Guideline 99-02 | 6 class-hr (2-4)  
   16 class-hr  
   4 class-hr | |
| 6   | Examination / Evaluation | ☐ To recognize participant’s level of capacity as the candidate for assessor in production aspect  
   ☐ To meet the qualification standards as defined by Personnel Registration Body | | | 4 class-hr | Written test |
### C. TRAINING CURRICULUM FOR FIELD ASSESSOR OF SOCIAL ASPECT

<table>
<thead>
<tr>
<th>No.</th>
<th>SUBJECT</th>
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<th>TOPICS</th>
<th>DESCRIPTION OF TOPICS</th>
<th>TIME (No of hour)</th>
<th>LEARNING METHOD</th>
</tr>
</thead>
</table>
| 1    | Logical framework of SPFM social aspect | Participants acquainted with SPFM logical framework hierarchy and the position of social aspect in the framework. | - SPFM levels of logical framework  
- Social aspect in SPFM logical framework | - SPFM and principles of Production, Ecology and Social Sustainability in SPFM | 2 class-hr | Lecture and discussion |
| 2    | SPFM typology of Social aspect | - Participants recognize typological relations of social, ecology and production aspects  
- Participants are acquainted with factors with potential to increase social problems in forestry sector | - Production typology as result of social and ecology typology estimation  
- Social aspect typology  
- Intensity scale in social problems | - Social typology  
- Ecological typology  
- Production typology  
- Intensity scale in social problems  
- Intensity parameter in social problems | 2 class-hr | Lecture and discussion |
| 3    | Models of Natural Resource Management | - Participants recognize models of natural resource and forest management within the community  
- Participants acknowledge local community interpretation of natural resources existence as means to support their income  
- Competent in measuring and analyzing productivity aspect and | - Forest management concept  
- Familiarity with agro-forestry and social forestry concepts  
- Models and patterns of local community natural resource management  
- Tangible and intangible benefits of forest  
- Agro-forestry analysis  
- Productivity and sustainability concept  
- Management Unit influence to the | - Natural resource management activities (before and after the Management Unit activities)  
- Economical, cultural, ecology and religious aspect in forest management  
- Timber and non-timber processing  
- Intensive and extensive pattern in forest management  
- Positive and negative | 2 class-hr | Lecture, discussion and case study |
<p>| | | | | | |</p>
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</table>
| 4 | Natural Resource Tenurial | • Conversant and capable in identifying various types of resources tenurial  
• Recognize Management Unit concession impact to natural resource tenurial system | • Tenurial system concept  
• Identification techniques of tenurial system  
• Measuring of Management Unit concession impact to local community natural resource tenurial system | • Land tenurial, tree and water  
• Ownership and management rights  
• Personal and community rights  
• Tenurial rights in Indonesia  
• Several techniques in measuring the impact of forest concession to local tenurial system | 2 class-hr  
Lecture  
Discussion  
Case study |
|   |   |   |   |   |   |
| 5 | Natural resource protection system | • Familiar with tenurial law and local community practice in natural resource protection | • Local perceptive and natural resource protection  
• Natural resource practices | • Local perceptive  
• Tenurial law  
• Natural resource protection by local community | 2 class-hr  
Lecture  
Discussion  
Case Study |
|   |   |   |   |   |   |
| 6 | Social integration and community culture | Participant will have the capability to understand community's elements of social and cultural integration progress with its threats | • Social and cultural integration  
• Disintegration within the community and the impacts | • Understanding social and cultural integration  
• Human rights  
• Community capacity building  
• Integration threats | 2 class-hr  
Lecture  
Discussion  
Case Study |
|   |   |   |   |   |   |
| 7 | Conflict and management of conflict | Participant recognize models, types and conflict intensity, and conflict management in | • Types of conflict  
• Conflict models | • Latent conflict type and the manifestation  
• Conflicts between forest | 2 class-hr  
Lecture  
Discussion  
Case Study |
<table>
<thead>
<tr>
<th></th>
<th>Environmental and Public Health</th>
<th>Conflict intensity benefactors</th>
<th>Syndrome development concept</th>
<th>Illnesses caused by syndrome progress</th>
<th>2 class-hr Lecture Discussion Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental and Public Health</td>
<td>Participant are in terms with environmental and public health potential problems caused by Management Unit activity</td>
<td>Conflict management</td>
<td>Efforts to minimize the impact of Management Unit activity to environmental and public health.</td>
<td>Internalizing to external</td>
<td>Efforts to minimize negative impacts to health</td>
</tr>
<tr>
<td>Work-relations</td>
<td>Participant recognize work-relations aspect in forest concession activity</td>
<td>Workers basic-rights</td>
<td>Types of workers basic-rights</td>
<td>Government regulation concerning work health and safety</td>
<td>Various problems in forestry sector workers</td>
</tr>
<tr>
<td>Social Research methodology</td>
<td>Participants capable of data collecting by employment of scientific research technique and procedures to meet certification requirement</td>
<td>Types of research</td>
<td>Survey</td>
<td>Rural Appraisal: Rapid and Participatory</td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>Total participant</td>
<td>Participant as observer</td>
<td>Observer as participant</td>
<td>Participating observer</td>
<td>Total observation</td>
</tr>
<tr>
<td>Case Study</td>
<td>Target group, observation and data-keeping method</td>
<td>Total observation</td>
<td>Target group, observation and data-keeping method</td>
<td>Total observation</td>
<td>Target group, observation and data-keeping method</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Skills</td>
<td>Time</td>
<td>Methods</td>
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</table>
| 11   | Participatory Rural Appraisal techniques | Participant capable of:  
- Understanding the community participation concept  
- Evaluating community participation in forest management activity | Participatory approach background in development program  
- Basic concept of Participatory Rural  
- Participatory concept and levels  
- Appraising technique in participatory rural levels | Concept and definition of participatory  
- Participatory Rural as an approach  
- Participatory Rural as an ideological system.  
- Participatory model of Sherry Arnstein's hierarchy.  
- Participatory measure | 2 class-hr  
Lecture  
Discussion  
Case Study |
| 12   | Field assessment schedule | Participant capable of making competent field assessment schedule | Secondary data overview  
- Expert Panel recommendations appliance  
- Key/selected indicator  
- Identification of main techniques employed in field assessment | | 8 class-hr  
Discussion  
Field Preparation |
<table>
<thead>
<tr>
<th></th>
<th><strong>Field assessment</strong></th>
<th>Based on the criteria and indicators, participants are competent to do the work of data collecting.</th>
<th></th>
<th></th>
<th><strong>Mock assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td><strong>Reporting</strong></td>
<td>Participants capable of analyzing collected data and write the report by LEI’s standards.</td>
<td>4 class-hr</td>
<td>Data analyzing and Reporting</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Presentation</strong></td>
<td>Participants have competency to present field assessment results in front of Expert Panel</td>
<td>4 class-hr</td>
<td>Report presentation</td>
<td></td>
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<tr>
<td>16</td>
<td><strong>Examination</strong></td>
<td>Evaluate participant’s knowledge on social aspect</td>
<td>4 class-hr</td>
<td>Written test</td>
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<td>TOPICS</td>
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</tbody>
</table>
| 1   | Timber trade and ecolabelling certification | Participants are acquainted with:  
- Timber trading in an international scale  
- Wood certification | Timber trading structure  
The role of FSC and LEI  
Accreditation system  
Certification system | Eco-sensitive market  
Buyer groups  
Forest Stewardship Council  
National initiative; LEI  
Certification of Sustainable Natural Production Forest Management (SNPFM)  
Chain of Custody Certification  
Wood-product certification | 2 class-hr | Lecture, Discussion |
| 2   | SPFM certification system | Participants recognize:  
- SPFM certification system based on national initiative and comparison with other system, like FSC.  
- Interrelationship between production, ecological and social aspects in the whole performance of Management Unit. | Introduction to FSC certification system, LEI Standard, LEI 5000-1, and LEI Guide series 99  
Interrelationship between production, ecological and social aspects in the whole performance of Management Unit. | FSC principles  
The development of national certification system  
LEI certification system and its implementation in the field  
LEI Standards and Guides  
Interrelationship among production aspect, the performance of FMU  
Interrelationship among ecological aspect, the performance of FMU  
Interrelationship among social aspect, the performance of FMU | 4 class-hr | Lecture, discussion, case study |
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<tr>
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<th>TIME (No of hours)</th>
<th>LEARNING METHOD</th>
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<tbody>
<tr>
<td>3</td>
<td>Management Unit organizational and operational analysis</td>
<td>Training participants recognize the organization and management system of Management Unit that indicate the relevance of forest management performance with government's forestry regulation and SFM principles.</td>
<td>E</td>
<td>Analysis of organization and management system at forest concessions in government policy implementation and sustainable forest management context.</td>
<td>2 class-hr</td>
<td>Lecture, discussion, case study.</td>
</tr>
<tr>
<td>4</td>
<td>The role of Field Assessor in SPFM certification system.</td>
<td>Training participants recognize:  - Their role in the system  - Their role in the process</td>
<td>Interrelation between assessor, and:  - Certification Body  - Personnel Registration Body  - Stakeholders  - Expert Panel  - Working plan  - Data collecting  - Data analysis &amp; report writing  - Presentation  - Surveillance</td>
<td>- The role of assessors in activities of planning, data collection / the accuracy of the data, report-writing, certification decision-making and dispute resolution  - Planning of field inspection, using maps and printed information;  - Techniques of data collection in forest area, supported by samples, such as conservation areas, logged over areas, virgin areas.  - What make a good team  - Assessment planning process;  - Key factors and recommendation for a successful team  - Investigation techniques  - Techniques and methods of sampling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>SUBJECT</td>
<td>OBJECTIVES</td>
<td>TOPICS</td>
<td>DESCRIPTION OF TOPICS</td>
<td>PERIOD (No of hours)</td>
<td>TEACHING METHODS</td>
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</table>
| 5   | AHP as a decision-making and recommendation method in SPFM certification system | Training participants recognize AHP as tool in certification decision-making process in conformity with LEI Guideline 99-24 | • Basic concept of AHP  
• Data structure based on AHP method;  
• Data transformation based on AHP method  
• Decision-making process based on AHP | • Basic concept of AHP as a method of decision-making  
Employment of assessor's data as basic data for AHP and it's application in Expert Panel decision-making as defined by LEI Guide 99-24 | 2 class-hr | Lecture, discussion, study case |
| 6   | Typology and decision-making process | Training participants understand how to determine the typology of Management Unit based on relevant information of decision-making process | • LEI's typology of FMU  
• Function of Typology | • Production, Social and Ecological Typology  
• Typology and field work-plan  
• Typology and decision making process | 3 class-hr | Lecture, discussion, simulation |
<p>| 7   | Examination and Evaluation | To know participants ability to absorb and understand the material given. | | | 4 class-hr | Written examination |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>SUBJECT</th>
<th>OBJECTIVES</th>
<th>CURRICULUM</th>
<th>SYLLABUS</th>
<th>TIME (no of hour)</th>
<th>LEARNING METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Forest Industry development in Indonesia</td>
<td>Participants perceived latest situation and condition in forest industry system in Indonesia</td>
<td>Indonesian Forestry History, Present situation and condition, Future forecast</td>
<td>Describe: Indonesian forest industry chronology up to present and forest prediction in future, Idealistic condition in Indonesian forest management.</td>
<td>2 class-hr</td>
<td>Lecture, discussion and case study</td>
</tr>
<tr>
<td>2.</td>
<td>Forest policy and regulation in Indonesia</td>
<td>Participants recognized the impacts of national policy in forest management practice and relevance to SPFM certification</td>
<td>Former and current national forestry policy, Impact of forestry policy implementation in SPFM certification and forest management processes, Policy-making process and the implication.</td>
<td>Describe: Various Indonesian forestry policies by considering the level of interest for government and forest concession holders, Relevance of forestry policy-making process and the outcome with forest management, Positive and negative impacts of the policy implementation to forest sustainability and forest certification process.</td>
<td>1 class-hr</td>
<td>Lecture, discussion and case study</td>
</tr>
<tr>
<td>3.</td>
<td>Management of field assessment activity in the Management Unit</td>
<td>Participants will be capable of making plan, organizing, implementing and evaluating the activity of field assessment in forest management.</td>
<td>Planning, Organizing, Implementing, Monitoring</td>
<td>Describe to participants on how to conduct SPFM field assessment: Logistic planning and field equipment, Camping Ground scheming, Assessment Team Working Schedule, Effective scheduling of field working team and concession team, Selecting typical plots to be assessed, Assessment proceeding, Field assessment result data.</td>
<td>6 class-hr</td>
<td>Lecture, discussion, demonstration and case study</td>
</tr>
<tr>
<td>4.</td>
<td>Report writing technique</td>
<td>Participants capable of making report systematically under the interest of SPFM certification decision-making</td>
<td>Systematic report-writing techniques for AHP requirement</td>
<td>Consequence of AHP employment in report format</td>
<td>2 class-hr</td>
<td>Discussion and exercise</td>
</tr>
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<tr>
<td>5.</td>
<td>Presentation technique</td>
<td>Participants capable of presenting reports systematically in decision-making process</td>
<td>Successful techniques of presentation</td>
<td>Presentation preparation</td>
<td>2 class-hr</td>
<td>Discussion and exercise</td>
</tr>
<tr>
<td>6.</td>
<td>Requirements for SPFM Certification Expert Panel and evaluation technique for field assessment documentation/reporting</td>
<td>Participants acknowledge Expert Panel working procedure and document and/or report evaluation</td>
<td>Expert Panel working system</td>
<td>Difference between Expert Panel I and Expert Panel II and the tasks</td>
<td>4 class-hr</td>
<td>Lecture, discussion and case study</td>
</tr>
<tr>
<td>7.</td>
<td>Role-play in SPFM certification decision-making process</td>
<td>Participant understand the SPFM certification decision-making process</td>
<td>AHP simulation with a case of X Management Unit (model)</td>
<td>Field assessor presentation</td>
<td>5 jpl</td>
<td>Exercise</td>
</tr>
<tr>
<td>8.</td>
<td>Examination for Lead Assessor</td>
<td>To evaluate how far are the participants absorb the training material given in Lead Assessor class</td>
<td>Role play</td>
<td>AHP simulation</td>
<td>2 jpl</td>
<td>Written test</td>
</tr>
</tbody>
</table>
GUIDELINE FOR EXPERT PANEL IN SUSTAINABLE PRODUCTION FOREST MANAGEMENT CERTIFICATION

1. Introduction

The guideline for Expert Panel Training is designed with aim of creating a training system for Expert Panel in SPFM certification program. Expert Panel needs to be trained to perform the work of decision-making based on Management Unit documentation. The documentation consists of: primary data, planning and reporting on forest management conduct; printed and verbal description of SPFM logical structure; verification and validation of field assessment results; active participation of each member in collective decision-making process; level of evaluation result decision on Management Unit performance by adopting Analytical Hierarchy Process (AHP) system. Various perceptions and expertise of the Expert Panel shall be integrated in order of understanding the SPFM logical framework and to employ field assessment results in decision-making process.

2. Scope

2.1 The aim of this guideline is to define both criteria and general requirements for Sustainable Production Forest Management Expert Panel and Training System for SPFM Expert Panel.

2.2 SPFM Expert Panel is: 1). Expert Panel I for pre-field assessment screening process stage, and 2). Expert Panel II for Management Unit performance evaluation and SPFM certification decision-making stage.

2.3 The guideline consists of document as stated below:

a) Criteria and requirement for training candidates of: 1. SPFM Expert Panel I, and 2. SPFM Expert Panel II,

b) Training System for Expert Panel (topics, objective, discussion topic, material, time, learning methods and target participants)
3. References
1. LEI Standard 5000, Sustainable Production Forest Management System Framework
2. LEI Standard 5005, Terms and Definitions Relating to Sustainable Forest Management Certification
3. LEI Guideline 99, Sustainable Production Forest Management Certification System
4. LEI Guideline 99-03, General Requirements for Expert Panel

5. Criteria and Requirements for SPFM Expert Panel Training Candidate

4.1. Expert Panel I (hereafter abbreviated as EP I)
4.1.1. EP I training candidate conditions, criteria and qualifications:
   a) Should have met criteria and conditions for EP I as defined by LEI Guideline 99-03
   b) SPFM Expert Panel I shall have relevant experience of minimum 5 (five) years, and/or have 10 (ten) auditing experiences in the Management Unit
   c) Candidate shall submit data in the form of curriculum vitae, consists of: personal data, working experience, professional experience and other supporting data, attached with testimonials/other verification and personal statement.
   d) EP I candidate shall sign a statement that states no conflict of interest with the Management Unit and he/she is presently not working under Certification Body structure.

4.2. Expert Panel II (hereafter abbreviated as EP II)
4.2.1. EP II training candidate conditions, criteria and qualifications for:
   a) Should have met criteria and conditions for Expert Panel II as defined by LEI Guideline 99-03
   b) EP II training candidates shall be for those that have met the criteria and qualifications for Expert Panel II member
   c) Candidate shall submit data in curriculum vitae form, consists of: personal data, working experience, professional experience and other supporting data, attached with testimonials/other verification and personal statement.
   d) EP I candidate shall sign a statement that states no conflict of interest with the Management Unit and he/she is presently not working under Certification Body structure.
   e) EP II candidate shall have the skill or expertise that represented by elements of:
      1. Expert Panel I member
      2. Forest management expert: production, silviculture and company management
3. Forest ecology/wild animal management/environmental expert
4. Anthropology/sociology/human-ecology expert
5. Economic/Demography expert
6. Non-Government Organization with accurate knowledge of local condition (assessed Management Unit)
7. Local community representative that is familiar with relating Management Unit condition

Both Expert Panel I and Expert Panel II shall have been registered in Personnel Registration Body before starting their duty

1. **SPFM Expert Panel Training System**
   
   Expert Panel training system in the form of curriculum is designed by training needs for: 1). Expert Panel I, and 2). Expert Panel II, in compliance with LEI Guideline 99-03. This curriculum is a minimal standard and could be developed farther. It is an inseparable attachment of this guideline. Attachment 1 is a training curriculum for Sustainable Production Forest Management Expert Panel

6. **Core of Competency**

1. Capable of speed reading and designing “on purpose review”
2. Competent to convert the review results into SPFM logical framework structure
3. Capable of recognizing cross sectional linkages into SPFM logical framework structure
4. Capable of determining the typology of Management Unit and making the interpretations
5. Capable of identifying Management Unit efficient performance
6. Have the competency to participate in collective decision-making
7. Have the ability to make judgment through pair-wise comparison and its consequences
8. Have the capacity to translate decision-making tool results
9. Capable of providing assessment summary with relevance to decision-making tool results
ATTACHMENTS
## ATTACHMENT 1. CURRICULUM DAN SYLLABUS FOR SPFM EXPERT PANEL TRAINING

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Objective</th>
<th>Subject (Curriculum)</th>
<th>Material (Syllabus)</th>
<th>Time (No of class-hour)</th>
<th>Learning Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BASIC TOPICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Group Discussion</td>
<td>Participants are expected to have readiness to learn with discipline, independently and have a sense of teamwork as well as open communication in the spirit of togetherness</td>
<td>• Class introducing&lt;br&gt;• Work in group</td>
<td>• Group/class ice breaking&lt;br&gt;• Introduction&lt;br&gt;• Apply Johari window&lt;br&gt;• Transactional analysis&lt;br&gt;• Two way communication&lt;br&gt;• Team building&lt;br&gt;• Participant’s need assessment</td>
<td>4 class-hr</td>
<td>Exercise, discussion</td>
</tr>
<tr>
<td>2</td>
<td>Speed reading and on purpose review technique</td>
<td>Participant are expected to be able to understand how to exercise speed reading technique, in particular reading the field assessment report and how to make review based on data and facts in the report</td>
<td>• Speed reading technique&lt;br&gt;• Reviewing technique</td>
<td></td>
<td>4 class-hr</td>
<td>Theory and exercise</td>
</tr>
<tr>
<td></td>
<td><strong>MAIN TOPICS</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
| 2. | Document checking, reporting and screening result recommendation-making techniques, document checking technique and field assessment result evaluation | Participant capable of performing professional assessment on:  
- Documents supplied by Management Unit and with a sharp sense of capturing related Management Unit condition  
- Assessment result of assessor learn as core substance of decision-making process | Management Unit document assessment technique  
- Reporting and recommendation technique on assessed Management Unit  
- Document assessment and assessor reporting procedures  
- Framework and technique of data presentation by field assessor  
- Decision-making process based on AHP | Participants are guided in conducting assessment of Management Unit documents by adopting assessment reporting and recommendation-making techniques as required to decide field assessment process proceeding  
- Participants are guided in conducting evaluation on assessor reporting and evaluation result consistency  
- Participants will be given framework and technique of data presentation. | 6 class-hr | Lecture, discussion and exercise |
|---|---|---|---|---|---|
| 3. | Decision-making technique | Participants understand decision-making process | Methods and types of decision-making mechanism  
- Decision-making processes  
- Decision analysis based on assessor's SPFM assessment | Description of:  
- Decision-making techniques in general and how to analyze case-study data | 4 class-hr | Lecture, discussion and exercise through decision-making process simulation |
SNI Standard 19-5000-1 – 1998 | Explanation of:  
- Sustainable Production Forest Management system definition  
- Logical framework matrix of sustainable forest management system in Management Unit level  
- Several major indicators and the assessment method in sustainable forest management system | 4 class-hr | Lecture, discussion and case study. |
<table>
<thead>
<tr>
<th></th>
<th>Theory of conflict and Conflict Management</th>
<th>Participants recognize types, manifestation and intensity of conflict and understand the management of conflict. At the end of training the participants are expected to be competent in describing types, manifestation, and intensity of conflict potential to occur during SPFM certification process</th>
<th>Types of conflict</th>
<th>Latent</th>
<th>Manifestation</th>
<th>2 class-hr</th>
<th>Lecture, discussion and case study exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AHP as the method for decision and recommendation-making in sustainable natural forest management</td>
<td>Participants recognize Analytical Hierarchy Process (AHP) as decision-making method in compliance with BSN Manual 99-24</td>
<td>Basic concept of AHP</td>
<td>Basic concept of AHP as a method in decision-making</td>
<td>How the assessor data translated into AHP primary data and how to be applied in Expert Panel decision-making input in compliance with BSN Manual 99-24</td>
<td>6 class-hr</td>
<td>Lecture, discussion and simulation</td>
</tr>
</tbody>
</table>

**SUPPORTIVE TOPICS**

<table>
<thead>
<tr>
<th></th>
<th>Forestry Policy and Regulation in Indonesia.</th>
<th>Participants recognize national policy impacts on forest management practices and the relevance with SPFM certification</th>
<th>Previous and present national policy</th>
<th>Various forestry policies in Indonesia with focus on government's and concession-holder's level of interest</th>
<th>Various forestry policies in Indonesia with focus on government's and concession-holder's level of interest</th>
<th>4 class-hr</th>
<th>Lecture, discussion and case study exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indonesian Ecolabelling Institution and Sustainable Production Forest Management (SPFM)</td>
<td>Participants understand the who, when, what, why, and how of Indonesian Ecolabelling Institution</td>
<td>LEI Overview</td>
<td>LEI entirety and the progress in sustainable forest certification development</td>
<td>LEI entirety and the progress in sustainable forest certification development</td>
<td>6 class-hr</td>
<td>Lecture and discussion</td>
</tr>
<tr>
<td>Certification System</td>
<td>Agreement</td>
<td>Participant need assessment</td>
<td>Upon subject or topic recommended by participants</td>
<td>2 class-hr</td>
<td>Lecture, discussion</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Capita Selecta</td>
<td>SNI Standard 5000-1 and BSN 99-series</td>
<td>Opportunity for participants to obtain information on their interested subject to improve their working-performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
TRAINING GUIDELINE FOR SUSTAINABLE PRODUCTION FOREST MANAGEMENT TRAINER

1. Introduction
This document explains training system for the trainers involved in training conduct for field assessor and for Expert Panel in sustainable production forest management certification system. The guideline designed to assure the training system will give an outcome of personnel with competency to train SPFM certification field assessor and Expert Panel. SPFM trainer is a person with knowledge, skill and appropriate attitude as well as capability to deliver training in SPFM according to his/her expertise.

2. Scope
2.1 The aim of this guideline is to define the criteria and requirements for Sustainable Production Forest Management Certification Program Training of the Trainers as a reference for the SPFM Training Body.
2.2 This guideline consists:
   a) Requirements for Training Candidate and Candidate Selection
   b) SPFM Training System (topic, objective, discussion topic, material, time and learning method)

3. References
1. LEI Standard 5000, Sustainable Production Forest Management Framework
2. LEI Standard 5005, Terms and Definitions Relating to Sustainable Forest Management Certification
3. LEI Guideline 99, Sustainable Production Forest Management Certification System (SPFM)
4. Requirements for Training Candidate and Participants Selection

4.1 Training candidates for SPFM Training for the Trainers shall be at least have S-1 degree in relevant fields and have at least 8 years of relevant experience or practiced as Expert Panel member or Senior Field Assessor.

4.2 Training candidate submits his/her experiences in the form of curriculum vitae that states personal data, work experiences, professional works, and other supporting records together with testimonials/other verifications of the candidate.

4.3 Candidate shall submit application letter to participate the training under consideration that attachment of recommendation letters will be given the priority.

4.4 Candidate shall come from field of science relevant with SPFM certification as confirmed by diplomas or certificates of professional education, in aspects such as below:
   a) Production Aspect, that includes forest product harvesting, forest management, industry management (forestry), forest resource economic, forest product technology or silviculture.
   b) Ecological/Environment Aspect, that includes forest ecology, wild animal management, ecology, forest resource conservation, soil and water conservation, natural resource and environment management or biology conservation.
   c) Social Aspect, that includes the fields of anthropology, sociology, human ecology or social-economics.

4.5 Candidates shall follow and pass the selection test conducted by SPFM Training Body.

4.6 Trainers are registered in Personnel Registration Body (PRB).

5. Training Output

5.1 Participants that have passed the training are expected to have the competency of SPFM trainers such as below:
   a) Capable of delivering the training material, using the education method of adult learning
   b) Capable of evaluating training conduct and trainers performance

5.2 Participants that have passed the training are responsible to give training following the specialty of each for Field Assessor Training, Expert Panel Training and other SPFM reinforcement training.

6. SPFM Training Curriculum

SPFM Training for Trainers is aimed to provide the need of field assessor and Expert Panel trainers by following of the training system defined by LEI Guideline 99-11 and LEI Guideline 99-12. This
curriculum is a minimum standard and given as attachment. Attachment 1 is curriculum for SPFM Trainers.
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<th>Subject</th>
<th>Material (Syllabus)</th>
<th>Time (number of class-hour)</th>
<th>Learning Method</th>
</tr>
</thead>
</table>
| 1.  | Dynamic Group                                                        | Participants are expected to have readiness to learn with discipline, independent and in teamwork, with ability to make open communication in the spirit of togetherness | • Class introducing  
• Communication  
• Work in a group | • Group/class icebreaking  
• Introduction  
• Apply Johari window  
• Transactional analysis  
• Two way communication  
• Team building  
• Participant’s need assessment | 4 class-hr                          | Exercise, discussion                                                              |
| 2.  | Sustainable Production Forest Management Certification System         | Participants understand the Sustainable Production Forest Management based on SNI 19-5000-1 | • SNI 19-5000  
• SNI 19-5000-1 | Description of sustainable production forest management system  
Description of logical framework matrix of sustainable forest management in Management Unit level  
Description of several substantial indicators and the evaluation method in sustainable forest management | 4 class-hr                          | Lecture, discussion, case study, Possibility of field exercise |
| 3.  | Indonesian Forestry Policy and Regulation                            | Participants are aware of national policy impact upon forest management practice and the relevance to SPFM certification | • Previous and present national forestry policy  
• Forestry policy implementation impact on sustainable forestry management system and certification process  
• LEI’s role in forestry policy implementation process | Description of various forestry policies in Indonesia by levels of significance on government and forest concession holder  
Description of the relevance of forestry policy with forest management  
Description of positive and negative impacts of the said policy implementation upon forest sustainability and forest certification process | 2 class-hr                          | Lecture, discussion |

LEI Guideline 99-13
### MAIN TOPICS

<table>
<thead>
<tr>
<th>1.</th>
<th>1.a. Training Methods Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants understand the TOT and how to plan training schedule, particularly in Adult Learning</td>
<td></td>
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<tr>
<td>- Definition of Training Method</td>
<td></td>
</tr>
<tr>
<td>- Principles of learning</td>
<td></td>
</tr>
<tr>
<td>Description of training and level of significance in the learning process Systematic training:</td>
<td></td>
</tr>
<tr>
<td>- To identity training needs, observe priority target group, specify, select &amp; appraise the people to be trained</td>
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<tr>
<td>- To set the training objective, draw-up the syllabus, implementation &amp; monitoring, follow-up</td>
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<tr>
<td>- Describe various visual aids and the purpose in learning process</td>
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<tr>
<td>- Utilization of OHP transparent and whiteboard techniques</td>
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<tr>
<td>- Model (demonstration kit)</td>
<td></td>
</tr>
<tr>
<td>Define informative session: objective, test, special requirements, aids, preparation phase, presentation phase, test phase, summary phase</td>
<td></td>
</tr>
<tr>
<td>Describe significant technique in class teaching:</td>
<td></td>
</tr>
<tr>
<td>- types of objective test</td>
<td></td>
</tr>
<tr>
<td>- questioning</td>
<td></td>
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<tr>
<td>- handling answers</td>
<td></td>
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<tr>
<td>- principles of learning</td>
<td></td>
</tr>
<tr>
<td>- practices</td>
<td></td>
</tr>
<tr>
<td>- why &amp; how people learn</td>
<td></td>
</tr>
<tr>
<td>4 class-hr</td>
<td></td>
</tr>
</tbody>
</table>

| 1.b. Visual Aids and Model |
| Participants understand how to select a training aid and how to use it to support the learning process |
| Participants understand how to prepare a class, class material, and training aids to be used |
| Participants understand the learning method, question-answer method, exercise and group discussion |
| - Definition of training visual aid and models |
| - Communication and training effectiveness |
| - Class preparation, class material and visual aids preparation techniques |
| - Class teaching method |
| - Transfer of training |
| - Exercise and group discussion techniques |
| 2 class-hr |
| Lecture, discussion |
| 8 class-hr |
| Lecture, discussion, exercise |

| 1.c. Class preparation technique |
| Evaluate, prepare a class, class material, Define informative session: objective, test, special requirements, aids, preparation phase, presentation phase, test phase, summary phase |
| Describe significant technique in class teaching: |
| - types of objective test |
| - questioning |
| - handling answers |
| - principles of learning |
| - practices |
| - why & how people learn |
| 4 class-hr |
| Lecture, discussion |
| 8 class-hr |
| Exercise |

| 1.d. Micro Teaching |
| Evaluate, prepare a class, class material, Define informative session: objective, test, special requirements, aids, preparation phase, presentation phase, test phase, summary phase |
| Describe significant technique in class teaching: |
| - types of objective test |
| - questioning |
| - handling answers |
| - principles of learning |
| - practices |
| - why & how people learn |
| 4 class-hr |
| Lecture, discussion |
| 8 class-hr |
| Exercise, presentation |
| 2 | Training for trainers | Participants recognize how to select and apply accurate training principles | Select the topic, Prepare session’s objective & test, Select material for your session, Plan the session structure, Write session notes, Presentation & practice | Description of: Terminal behavior standard of performance and performance condition, could know, should know, must know preparation, information session: exposition-application-summary (EAS), test and summary, practices | 4 class-hrs | Lecture and presentation |
| 3 | Skill Analysis | Participants understand how to make skill analysis, monitoring and evaluation | Skill analysis technique, Monitoring and Evaluation techniques, Skill Criteria and Indicators, Occupational/individual needs analysis flowchart | Identify training needs, assess trainees, analyze job/task, set objective, design test, design course, conduct course, evaluate | 2 class-hrs | Lecture, discussion |
| 4 | Competency test | Participants recognize methods and technique to make and to conduct competency test | Practiced competency test (psychomotoric), Theoretical competency test | The quality of good test, validity, sampling, reliability, economy discrimination | 2 class-hrs | Lecture, discussion, exercise of competency test conduct |

**SUPPORTIVE TOPICS**

1. **Capita Selecta**
   To allow participant to gain information as interested to enhance the conduct of their tasks.

2. **Examination**
   To evaluate participants ability in absorbing the material given during training session

| 1 | Capita Selecta | Participants need assessment | Following material or topics agreed by participants | Lecture, discussion |
| 2 | Examination |  | | Written test |
1. Introduction

Ecolabelling certification Training Body is the party that will conduct training for field-assessor, Expert Panel member and trainer candidates. To ensure a good performance of Ecolabelling Training Body and result that met the core competency of personnel, a general requirement is considered necessary to be defined in a guideline.

2. Scope

This guideline is aimed to define the requirements that shall be fulfilled by Ecolabelling Training Body. This guideline consists of:

2.1 Introduction

2.2 Scope

2.3 Definition

2.4 Requirements for Ecolabelling Certification Training Body

2.5 Requirements for Ecolabelling Certification Training Body personnel

2.6 Training Conditions

3. References

This manual is referring to:

3.1 LEI Guideline Serial 99-10, regarding Guideline for Requirements and Procedures of SFPM Certification Training

3.2 LEI Standards 5005, concerning Terms and Definitions Relating to SFPM Certification
3.3. ISO/IEC Guide 65, edition 1986, "General Requirements for Bodies Operating Product Certification System"

4. Definitions

4.1 Definition of terms relating to sustainable production forest management (SFPM) certification training body is description of general terms and technical forestry terms.

4.2 Sustainable Production Forest Management is a strategy and a set of activities performed to produce forest products with assurance on the sustainability of production, ecological and social functions.

4.3 Sustainable Production Forest Management Certification (SFPM)) is the activity performed by independent third party to issue a statement stating the management of production forest by Management Unit is in compliance with LEI Standards 5000.

4.4 Ecolabelling Certification Training Body is a legal entity capable to perform training in ecolabelling certification, after have been registered by Indonesian Ecolabelling Institute.

4.5 Ecolabelling Certification Personnel Certification Body is a legal entity that has been accredited and registered in the Indonesian Ecolabelling Institution to perform certification for personnel in ecolabelling certification process.

4.6 Field Assessor is a person endorsed to perform field assessment in ecolabelling certification process. Field Assessor shall not related financially and/or having the ownership of and/or other relationship whatsoever with certain Management Unit, which may lead to conflict of interest.

4.7 Expert Panel member is a person eligible to sit in Panel Expert in the ecolabelling certification by his/her expertise in certain field of science and/or with profound knowledge in matters relating to ecolabelling certification process. Expert Panel is a component in ecolabelling certification system with responsibility of performing evaluation and decision-making in the certification.

4.8 Instructor is a person with certain competence and responsibility to train in the ecolabelling certification training body.

4.9 Certification is a document issued by ecolabelling certification training body that indicates a person with name as pronounced has successfully passed the training
5. REQUIREMENTS FOR ECOLABELLING CERTIFICATION TRAINING BODY

5.1 GENERAL REQUIREMENTS

5.1.1 Policy and procedure to perform training shall be fair and open and shall not clash with or delay the applicant's access or that have been defined otherwise by this guideline.

5.1.2 Ecolabelling Certification Training Body shall have high credibility and capable of demonstrating its existence as a training body. The training body shall refer to training conduct system, curriculum and syllabus and trainers as defined in relevant LEI Guidelines.

5.2 ADMINISTRATIVE STRUCTURE

5.2.1 Ecolabelling Certification Training Body shall be independent as marked by their independence to any conflict of interest.

5.2.2 Responsible of training result and training evaluation.

5.2.3 To agreed upon a management (committee, group or personnel) that in general has the responsibility of:

5.2.3.1 Training conduct, covers scheduling, performance, evaluation and review by following this guideline

5.2.3.2 Policy-making regarding Training Body operation

5.2.3.3 Decision on participant certification

5.2.3.4 Policy implementation monitoring

5.2.3.5 Financial monitoring

5.2.4 Responsibility may be transferred to committee or individual when considered necessary.

5.2.5 In possession of their statute documentation.

5.2.6 Documented the structure, including a provision to assure the independency of training body operation, this structure shall offer a possibility of stakeholder's participation in policy progress and development of principles and functions of the training system.

5.2.7 With tasks and duties relating to training activities.

5.2.8 Employ adequate number of skillful personnel to perform training activities, including instructor.

5.2.9 With quality system capable of informing the training quality have met the ecolabelling certification personnel core-competency.

5.2.10 With clear standards of operational procedures to conduct training.
5.2.11 Free from any pressure, such as commercial, financial and other matters that may affect the quality of training result.

5.3 ORGANIZATIONAL STRUCTURE

Training Body shall possess and provide:

5.3.1 Organizational structure that clearly shows the hierarchy of authority, responsibility and reporting flow inside the organization of both administrative and operational works.

5.3.2 Clear job-description of personnel that define their tasks and responsibilities.

5.3.3 Financial and facilities resources that guarantee the continuance of organizational operation.

5.3.4 Documentation regarding training system and procedures: training subject and the description, objective and target, methods, evaluation system, training location, registration procedure, competency certificate achievement, curriculum and syllabus, and training fee.

5.4 OPERATIONAL

5.4.1 Ecolabelling Certification Training Body shall make training schedule plan that covers framework of training and training agenda.

5.4.2 Ecolabelling Certification Training Body shall adopt a training system that refers to relevant LEI Guidelines.

5.4.3 Ecolabelling Certification Training Body shall provide competent instructors that work under the name of the Ecolabelling Certification Training Body.

5.4.4 Ecolabelling Certification Training Body shall provide classroom, location, transportation, accommodation and training visual aids.

5.5 SUBCONTRACT

When the Training Body decided to sub-contract the work relating to training activities to institution/personnel outside the Training Body, the arrangement shall be completely documented, including the confidentiality and conflict of interest.

The Training Body shall:

5.5.1 be fully responsible of sub-contracted work and maintain the responsibility throughout the training conduct,

5.5.2 ensure and verify the sub-contracted institution or personnel maintain the records as required,

5.5.3 ensure that sub-contracted institution or personnel are capable and have met the requirements.
5.6 QUALITY SYSTEM
The quality system shall be documented in the manual for quality and standard operational procedure. The information shall at least contain:

5.6.1 quality policy statement,
5.6.2 brief explanation on the legal status of Ecolabelling Certification Training Body, including names in the directorship, statutes, framework and procedures,
5.6.3 name, qualifications, experiences, responsibilities and authorities of senior executives and other personnel including trainers that considered as having control over training quality,
5.6.4 structural chart that shows lines of authorization, responsibility and function allocation, starting from senior executives particularly in personnel with responsibility relation in training material providing and mechanism together with its description,
5.6.5 policy and procedure to perform management review,
5.6.6 administration procedure, including document control,
5.6.7 policy and procedure in new personnel admittance, provision of training and work-performance evaluation,
5.6.8 list of sub-contractor and sub-contracted work procedure detail,
5.6.9 policy and procedure in training process activities,
5.6.10 policy and procedure to handle the possibility of appeal, complaint and dispute application.

5.7 DOCUMENT AND DOCUMENT REVISION CONTROLS
Ecolabelling Certification Training Body shall have a system to control the document relating to ecolabelling certification training system and shall give confirmation upon:

5.7.1 Latest issue of particular document is available in each relevant location.
5.7.2 All revisions or amendments have been approved by authorized parties and have been processed such that direct and quick steps in effective places could be guaranteed.
5.7.3 Document that has been replaced may not be employed in the entire organization and its branches.
5.7.4 Persons that have achieved the certificates shall be notified on any changes made. The notification may be given through direct mail or by publication of periodicals.

5.8 RECORDS
5.8.1 Ecolabelling Certification Training Body shall have a recording system that ensures information continuation.
5.8.2 Ecolabelling Certification Training Body shall maintain the recording system according to the existing policy.

5.8.3 Ecolabelling Certification Training Body shall keep and maintain the latest record on trainers and experts.

5.8.4 The recording shall indicate the training procedures have been followed effectively, including application form, training report, training module, training participant's test, evaluation and certification.

5.8.5 Records shall be identified or managed or destroyed with certain process to keep a process completeness and information confidentiality.

5.8.6 The record shall be stored in certain period to protect a persistent confidentiality as required by existing rules.

5.9 CONFIDENTIALITY
The Training Body shall have appropriate management to ensure confidentiality of information obtained through training activities, evaluation and training participant's certification.
Published information shall be clear and not violate the confidentiality as agreed by both the Ecolabelling Certification Training Body and the requested parties.

5.10 SYSTEM CHANGE AND TRAINING CONDITIONS
The Training Body shall give announcement on any change that will be imposed upon the training system and requirements. Inputs given by related parties shall be considered before making a correct conclusion and decide upon an effective date to carry out the change.

5.11 COMPLAINT AND DISPUTE APPEALS
5.11.1 The Training Body shall define procedure to handle complaint and dispute appeals as well as complaints or dispute appeals submitted by other organization or parties.

5.11.2 A Training Body shall:
5.11.2.1 prepare complete record of complaint and dispute appeals together with resolution action will be taken,
5.11.2.2 conduct proper steps of improvement and prevention,
5.11.2.3 make documentation steps taken and evaluate its effectiveness.
6. REQUIREMENTS FOR ECOLABELLING TRAINING BODY PERSONNEL

6.1 GENERAL REQUIREMENTS

6.1.1 Personnel of the Training Body involved in training activities shall have the capability to perform his/her duties.

6.1.2 Information on qualifications, training and relevant experiences of each involved personnel shall be maintained and updated by the Training Body.

6.2 REQUIREMENTS FOR INSTRUCTOR AND SPECIALIST

6.2.1 To assure an effective and on-target training, the Training Body shall assign qualified trainers.

6.2.2 Employment of specialist may possibly be performed with criteria of qualification defined by the Training Body.

6.2.3 Selection of instructor and specialist shall be based on required competency with regard to capability, qualification and experiences.

6.2.4 Training Body shall oblige involving personnel and instructor to sign a contract or other similarities that states their commitment.

6.2.5 Training Body shall guarantee and make documentation of sub-contracted personnel appropriateness to defined requirements.

7. TRAINING CONDITIONS

7.1 TRAINING PUBLICATION

7.1.1 Training Body shall have a procedure to publish their scheduled training through the mass media, brochure or certain invitation that will be understood by everyone. The said publication shall contain training description and other valid information.

7.1.2 Published information shall be documented and further information should be given should there be any change.

7.1.3 Publication shall be made by considering date of training.

7.2 RECRUITMENT

7.2.1 Ecolabelling Certification Training Body shall have a recruitment procedure.

7.2.2 Pre-condition that follows the existing guidelines shall be defined by the Ecolabelling Certification Training Body as the requirement for admitted training candidates.

7.2.3 Ecolabelling Certification Training Body shall require agreement from training candidates to meet the training requirements and to follow the evaluation process.
7.3 PAYMENT SYSTEM

7.3.1 Ecolabelling Certification Training Body shall have procedures on payment, amount of fee and profit.

7.3.2 Ecolabelling Certification Training Body shall provide straight and clear information to applicants regarding accountable and unaccountable costs, taxes and facilities provided.

7.4 TERM OF REFERENCE

Ecolabelling Certification Training Body shall define term of reference for training, consisting of:

7.4.1 Participant's code of conduct
7.4.2 List of participant's names and addresses
7.4.3 Training committee
7.4.4 Training schedule, included with information on location, theory and class practices, homework and discussions together with information on instructor and advisor.
7.4.5 Information on training methods (for example: adult learning, children learning)
7.4.6 Information on learning methods (for example: meaningful material, over-learning, primacy and recency, feedback, active learning, reinforcement, or multiple sense learning)
7.4.7 Information on reporting system, individual or group presentation and task finalizing
7.4.8 Information on participant's evaluation
7.4.9 Information on training body evaluation (Ecolabelling Certification Training Body)

7.5 ACTIVITY OF TRAINING

Ecolabelling Certification Training Body shall define the operational procedures for:

7.5.1 training activity in the classroom or in the field and preparation of training visual aid,
7.5.2 preparation of learning modules and other training documents,
7.5.3 confirmation with instructor and participants regarding training agenda,
7.5.4 evaluation and passing level of each participant,
7.5.5 evaluation of training activity.

7.6 TRAINING CERTIFICATE

7.6.1 Ecolabelling Certification Training Body shall require the participant to acquire training certificate and certificate of attendance based on the evaluation. Evaluation performed by Ecolabelling Certification Training Body shall be objective and independent.
7.6.2 Ecolabelling Certification Training Body shall have standards for: application forms, certificate numbering, date of issuance and attachment of Ecolabelling Certification Training Body logo.

7.6.3 Ecolabelling Certification Training Body shall give clear announcement of training certificate registration procedure to Personnel Registration Body (PRB).
LEI GUIDELINE 99-15

GENERAL REQUIREMENTS FOR ECOLABELLING CERTIFICATION
PERSONNEL REGISTRATION BODY

1. Introduction

Ecolabelling Certification Personnel Registration Body is a legal entity with competency to provide certified personnel as have been accredited by the Indonesian Ecolabelling Institution.

To ensure a perfect functioning of Personnel Registration Body based on the principles of independency, non-discriminative, objective and transparent, a general requirement is defined to be employ as guideline.

2. Scope

The aim of LEI Guideline 99-15 is to define general requirements for Ecolabelling Certification Personnel Registration Body.

The requirements shall be a reference to any legal entities that would take the role as Personnel Registration Body. Personnel Registration Body shall accredited by Indonesian Ecolabelling Institution prior to the run of their activity.

3. References

This Guideline refers to:

3.1 The International Standardization Organization (ISO) Guide 61: General Requirements for Assessment and Accreditation of Certification/Registration Bodies

3.2 ISO Guide 62: General Requirements for Bodies Operating Assessment and Certification/Registration of Quality Systems

3.3 BSN Guideline Number 14/1994, on General Criteria for Personnel Registration Certification Body
3.4 LEI Guidelines 99, concerning Sustainable Production Forest Management System

3.5 LEI Guideline Serial 99-10, covering general requirements and procedure for SPFM Certification Training

3.6 LEI Standard 5005, on Terms and Definitions Relating to SPFM Certification

4. Definition

Definitions and terms relating to SPFM Personnel Registration Body is a description of general term and forestry technical term:

4.1 Sustainable Production Forest Management is a strategy and a set of activities to produce forest product by assurance of production, ecological and social functions sustainability.

4.2 Sustainable Production Forest Management Certification is the activity performed by independent third party to issue a statement stating the management of production forest by Management Unit is in compliance with LEI Standards 5000.

4.3 Ecolabelling Certification Personnel Registration Body is a legal entity that has been accredited and registered in the Indonesian Ecolabelling Institution to perform certification for ecolabelling certification personnel.

4.4 Field Assessor is a person certified to perform field assessment in ecolabelling certification process. Field Assessor shall not have any financial relation and/or ownership and/or other relationship whatsoever with certain Management Unit, which may lead to conflict of interest.

4.5 Instructor is a person with knowledge, skill, attitude and capability appropriate to perform ecolabelling certification training according to his/her field of competence.

4.6 Certification of conformity (Certification) is a process performed by third independent party that indicates a product, service, process or system have been confirmed to meet certain standards/norms.

4.7 Certificate of Competency is a document issued by rule of certification system and indicates the person with name as stated in the said document has been confirmed of his/her competency to perform a certain service.

4.8 Candidate (for personnel certification) is a person who applies to obtain a certificate of competency from the Ecolabelling Certification Personnel Registration Body.
4.9 Certified Personnel is a person that has obtained the Certificate of Competency from the Ecolabelling Certification Personnel Registration Body.

4.10 Local Public Consultation is a procedure of verification, validation and/or resolution of forest certification decision through collected discussion of the stakeholders to be adopted by the Certification Review Council.

4.11 Management Unit is an administration of sustainable product performed by legal entity/individual/community.

5. REQUIREMENTS FOR ECOLABELLING CERTIFICATION PERSONNEL REGISTRATION BODY

5.1 GENERAL REQUIREMENTS

5.1.1. With strong commitment of achieving sustainable management.

5.1.2. Personnel Registration Body shall have no attachment that may lead to conflict of interest, among others but not limited to:
   a. Other institutions that own or have business activities in certification subjects;
   b. SPFM Certification Body
   c. Ecolabelling consultative body or those with ecolabelling consultation program;
   d. Training body or field assessor training organizer and/or ecolabelling certification expert

5.1.3. Personnel Registration Body performs certification process by following principles of maximum transparency, non-discriminative, objectivity and independency and give no constraints or condition that would prevent the stakeholders to access it, except when defined otherwise by this guideline.

5.1.4. Personnel Registration Body conducts personnel certification system with reference to LEI Guideline.

5.1.5. Personnel Registration Body shall have an administrative structure such that participation of related parties with interest in certification system process and function will be possible.

5.2 SENIOR COUNCIL

Senior Council of the Ecolabelling Certification Personnel Registration Body has the functions of:

5.2.1. Preparing of policies relevant to Ecolabelling Certification PRB
5.2.2. Monitoring of the Ecolabelling Certification PRB policy implementation
5.2.3. Ecolabelling Certification PRB financial inspection
5.2.4. Establishing of the committees as required and delegating of certain tasks and responsibilities
5.3 ORGANIZATION STRUCTURE

Ecolabelling Certification PRB leads by the Board of Commissioner that responsible of personnel certification process as described by this guideline. By request, the Ecolabelling Certification PRB shall keep and provide:

5.3.1. Organization chart showing clearly the structure of responsibilities and reporting, particularly in evaluation and certification function relations.

5.3.2. Description of organization means to obtain financial support.

5.3.3. Documented announcement of certification system including rules and procedures to obtain certificate.

5.3.4. Clear documentation on legal status.

5.4 ECOLABELLING CERTIFICATION PRB PERSONNEL

5.4.1. Ecolabelling Certification PRB personnel shall have the competency to perform their tasks and responsibilities.

5.4.2. Ecolabelling Certification PRB shall maintain information on related qualification, training and experience of their personnel.

5.4.3. Records on training and experience shall continually be updated.

5.4.4. Each personnel shall have a description of job and responsibility that will be updated at all times following the progress of experience and knowledge.

5.4.5. Each personnel hired by Ecolabelling Certification PRB shall meet the conditions stated in this Guideline.

DOCUMENT AND DOCUMENT REVISION CONTROL

Ecolabelling Certification PRB shall have a system that controls documentation of personnel certification system and confirms upon:

4.6.1 Availability of particular document's latest version in relevant locations.

4.6.2 All revisions or amendments of document that have been approved by authorized parties, which will be processed further to ensure a direct and quick action in effective places.

4.6.3 No further use of documents that have been replaced in the whole organization and its branches.

4.6.4 Notification delivered to persons with certificates and other pattern of certification upon any changes. The notification could be done through sending of direct mail or periodicals publishing.
5.5 RECORD
Personnel Registration Body shall have certain recording system to ensure a continuation of information. The record shall indicate the certification procedure have been carried effectively.

Ecolabelling Certification PRB shall keep a special specification of recording system in compliance with existing regulation.

SPFM Certification PRB shall have policy and procedure to keep the record for a certain period according to contract, law and other obligations.

The record shall indicate methods use in every SPFM Certification PRB procedures. The record shall be kept in appropriate period, with guarantee on security and confidentiality for the customer's sake, except when stipulated otherwise by the government regulation.

5.6 CERTIFICATION FACILITY AND CONTROL
Ecolabelling Certification PRB shall have facilities as required and documented procedures for employment of instrument and personnel skill to ensure the personnel certification process follows relevant criteria for the activity conducted.

Ecolabelling Certification PRB shall perform consistent control to certified personnel.

Ecolabelling Certification PRB shall assure a certified personnel is persistently complied with rules and procedures that have been published. When considered necessary, the Ecolabelling Certification PRB may employ means and infrastructures from outside.

Ecolabelling Certification PRB shall ensure a certified personnel is exercising his/her competency in certification-related activities and maintains or increases it through experience gained and knowledge advancement.

When evaluation or monitoring conducted by other party under the name of Ecolabelling Certification PRB, the related party shall meet the conditions stated in this Guideline. In this case, an agreement covering procedure of multiparty and the confidentiality shall be completely documented.

5.7 QUALITY SYSTEM
Ecolabelling Certification PRB shall have a Quality System documented in Quality Guideline and Standard Operational Procedure. The information at least covers:

5.8.1. Quality Policy Statement
5.8.2. Brief description of the Ecolabelling Certification PRB legal status

5.8.3. Statement on the Ecolabelling Certification PRB organization, including description of institution executives, statute, framework and procedure strategy.

5.8.4. Name, qualification, experience and framework of senior executives and other certification personnel (from within or outside organization)

5.8.5. Detailed description of personnel qualification administration system and candidate competency standards.

5.8.6. Detailed description of certification personnel training schedule system.

5.8.7. Starting from senior executive level, the organization chart indicates lines of authority, responsibility and function allocation.

5.8.8. The management shall ensure the quality system is comprehended, implemented and maintained by all levels in personnel registration body.

5.8.9. Clear lines of authority, responsibility and function relevant to existing organization structure.

5.8.10. Detailed description of candidate evaluation procedure.

5.8.11. Detailed description of work relationship and remuneration system.


5.8.13. List of sub-contractors and detailed description of competency evaluation and monitoring procedures.


5.8.15. Detailed description of certificate of competency termination and cancellation procedures.

5.8 CONFIDENTIALITY

Ecolabelling Certification PRB shall have appropriate administration to secure the information confidentiality during personnel certification process in all levels of organization and the committee. Additionally, in all levels of the Ecolabelling Certification PRB organization structure, appropriate policies under existing organization rules to protect the confidentiality of information obtained from certification activities shall be made.

5.9 PUBLICATION

Ecolabelling Certification PRB shall periodically compiles and updates list of certified personnel and the certification scope. When considered necessary, the list shall be available to public. Description of personnel certification system should be available in publication format.
Publication shall be performed as soon as possible through media accessible to the stakeholders, concerning:

a) Any change relating to standard, requirement and procedure of certification.

b) Management Unit either under certification process or those that have been certified a status.

5.10 APPEAL

Ecolabelling Certification PRB shall have a documented procedure for appeal process.

5.11 INTERNAL AUDIT AND REGULAR REVIEW

Ecolabelling Certification PRB shall conduct internal audits and regular reviews to verify the conformity with this Guideline. Review result shall be recorded and accessible to any concerning parties.

5.12 CERTIFICATE OF COMPETENCY MISUSE

Ecolabelling Certification PRB shall attentively control the use of issued Certificate of Competency. Certificate of Competency misuse shall be dealt with correction step through announcement in the mass media regarding the stated violation, and bring the case to court if necessary.

5.13 STATEMENT OF COMPLAINT

Ecolabelling Certification PRB shall oblige each certified personnel to keep records of complaints aimed to him/her in the scope of his/her Certificate of Competency.

5.14 CERTIFICATE OF COMPETENCY TERMINATION AND CANCELLATION

Ecolabelling Certification PRB shall have documented procedures for Certificate of Competency termination and cancellation.