

Ex- Post Evaluation Report

ITTO Project PD 63/97 Rev.3 (F)

“A Specialization Program for Forest Technicians on Sustainable Tropical Forest Management in Bolivia”



Prepared for ITTO
by

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Conversation with government officials, including the General Director of Forest Development of the Ministry of Environment, Eng. Edwin Camacho greatly increased the team's understanding of the new government's priorities in relation to the Bolivian forest sector.



Acronyms and Abbreviations

ASL	Agrupaciones Social del Lugar
BASFOR	Centro de Semillas Forestales
BOLFOR	Proyecto de Manejo Forestal Sostenible
CADEFOR	Centro Amazónico de Desarrollo Forestal
CEBEM	Centro Boliviano de Estudios Multidisciplinarios
CETEFOR	Programa Forestal para el Trópico de Cochabamba
CFB	Cámara Forestal de Bolivia
CFV	Consejo Boliviano para la Certificación Forestal Voluntaria
CPITCO	Coordinadora de Pueblos Indígenas del Trópico Cochabambino
Eng.	Engineer
ESFOR	Escuela de Ciencias Forestales
FOMABO	Proyecto de Manejo Forestal de Productos Maderables en las tierras Bajas del Trópico de Bolivia
GIS	Geographical Information Systems
PAFBOL/FAO	Proyecto “ Plan de Acción Forestal” de Bolivia
PROMAB	Programa de Manejo de Bosques de la Amazonia Boliviana
SFN	Superintendencia Forestal Nacional
SIA	Superintendencia Agraria Regional
TCO	Tierras Comunitarias de Origen
UAJMS – Tarija	Universidad Autónoma Juan Misael Saracho
UMSS	Universidad Mayor de San Simón

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1. EXECUTIVE SUMMARY

In 1995, Bolivian Universities with Forest Professional Training Centers recognized that the **Forest Sciences College** (Escuela de Ciencias Forestales - ESFOR) should be the main institution responsible for the development of academic initiatives in relation to sustainable forest management and use of tropical forests. With a rising demand for professionals from government and public and private institutions, particularly after the approval of a new forestry law (Law 1700) in 1996, it was imperative to increase the qualification of the graduated professionals as well as of undergraduates.

PD 63/97 Rev. 3 (F), (hereinafter referred to as the project) was approved at the 25th Session of the ITTC in November 1998 in Yokohama, Japan, and fully financed at the 27th Session of the ITTC. The first installment of funds was released to the Executing Agency in November 2000.

The specific objective of the project was “to strengthen the technical knowledge of forestry professionals in the field of forest management, with a view towards increasing the technical quality of the professional human resource serving the forestry sector in Bolivia” and its 7 planned Outputs were:

1. development of a new forestry specialization program with the participation of identified cooperating private and public institutions
2. identified cooperating private and public institutions contributing to the implementation of the specialization program;
3. validation within the Bolivian university system of the forestry curricula to be developed;
4. nation-wide dissemination and promotion of the new forestry management specialization program;
5. refurbishing and upgrading of ESFOR’s facilities for the new forestry specialization program;
6. implementation of nine three-month training modules of the new program;
7. strengthening the capabilities of the foresters in order to satisfy the current human resources demand of the sector.

The Project was completed in February 2005. All planned activities, plus others not originally contemplated such as the establishment of short duration courses and support to ESFOR’s under-graduation program, were successfully carried out.

The main achievements of the project could be summarized as follows:

- The specialization program “Sustainable Tropical Forest Management in Bolivia” trained 305 graduated professionals and 343 undergraduate students who benefited from the short duration courses and conferences given under the program. This was only possible because of the decision made by the project to develop an online and long distance version of the specialization program, which

was not initially contemplated by the project. This new approach is now the most popular means of training at ESFOR's graduation program.

- The effectiveness of the dissemination of the overall positive project results can be well observed by the increased demand for the specialization program as well as for short-duration courses and conferences. This increased demand identified during the ex-post evaluation is to a certain extent a verifiable indicator of the overall success of the project.
- The UMSS representatives emphasized the importance of the educational virtual platform utilizing applied technologies developed by ESFOR's project to the educational method to be developed by UMSS.
- Universities such as Bento and Pando are very interested to replicate ESFOR's virtual specialization program in their institutions. Moreover, these institutions also showed interest to jointly develop a model to be applied in a national level.
- The success of this first initiative has not only given ESFOR leadership in the field of forestry management training but also stimulated it to develop a master degree program in Forestry in a semi-presence with virtual support. ESFOR has already taken some initial steps such as identification of potential partners in order to design and implement that new challenge.
- The on line and long distance modalities allowed the participation of students from Bolivia but also students from other neighboring countries, thus contributing not only to a national impact but also to a regional impact.
- Considering the midterm economic difficulties of Bolivia, the approval of Phase II would be desirable to continue the efforts made so far by ESFOR to be a leader in the country in developing a specialization program for forest technicians on sustainable tropical forest management. The approval of Phase II would be crucial for consolidating the success of the initiative.

2. INTRODUCTION

In 1994, Bolivian Universities with Forest Professional Training Centers carried out the First National Meeting on Forestry Careers, in Santa Cruz, to discuss the following agenda:

1. Analysis of the present situation of superior forestry science education in Bolivia and,
2. Definition of guidelines for its institutional strengthening.

Following the decisions taken during this first meeting, a Second Technical Meeting took place in Tarija, in June 1995, resulting in a proposal with a common objective towards “the strengthening of the educational system on forestry research capacity building...”. The proposal established the strengthening in four components:

- Permanent Program of Capacity Building and Specialization;
- Establishment of Research Programs;
- Strengthening and Implementation of Research Centers/Stations;
- Strengthening/Implementation of Laboratories and Offices.

Based on the findings of the second meeting and with a view to avoid duplication of efforts, it had been recognized that the Forest Science College (ESFOR) should be the main institution responsible for the development of academic initiatives in relation to sustainable forest management and use of tropical forests.

Created officially in 1980, ESFOR was dedicated to the formation of forestry technicians and forest guards. In 1984, ESFOR, under San Simon University (UMSS), became one out of 4 institutions responsible for the superior forestry science education and the only one dedicated to the formation of superior forestry technicians. In order to perform its major role as a center of excellence for superior technical education on forestry, ESFOR enhanced its academic standards revising the forestry curricula in accordance with current needs of Bolivia and in 2000 expanded their program to include a Bachelor’s degree in Forestry.

With a rising demand for professionals from government and public and private institutions, it was imperative to increase the qualifications of the graduated professionals as well as of the under-graduates. Besides, under the disposition of the new Bolivian Forestry Law (Law 1700) approved in 1996, the elaboration of forest management plans by a forest professional as well as evaluation through technical auditing every 5 years in the management area came to be required.

3. THE ITTO PROJECT

PD 63/97 Rev. 3 (F), (hereinafter referred to as the project) was approved by the 25th Session of the ITTC in November 1998 in Yokohama, Japan and fully financed at the 27th Session of the ITTC. The first installment of funds was released to the Executing Agency in November 2000.

Project Objectives:

Development Objective

To contribute to action against inadequate use, deterioration and degradation of the country's tropical forests by improving the formulation process of forest management plans and their application, in accordance with forestry resource sustainability assumptions.

Specific Objective

To strengthen the technical knowledge of forestry professionals in the field of forest management, with a view towards increasing the technical quality of the professional human resource serving the forestry sector in Bolivia.

Project Strategy and Activities

The strategy adopted by this project consisted in first approaching the government as well as public and private institutions in order to define the current qualifications of the human resources needed to implement the dispositions of the new Bolivian Forestry Law (Law 1700) as regards sustainable forest management field practices, and then, based on these findings, strengthen the institutional capabilities of the Forestry Science College (ESFOR), an institution located in Cochabamba and dedicated to the formation of forestry technicians and forestry engineers, by accordingly reviewing the curricula of the forestry professionals being trained, enhancing the academic standards of ESFOR, and refurbishing its training/research laboratories with updated equipment.

The planned Outputs were:

1. development of a new forestry specialization program with the participation of identified cooperating private and public institutions
2. identified cooperating private and public institutions contributing to the implementation of the specialization program;
3. validation within the Bolivian university system of the forestry curricula to be developed;
4. nation-wide dissemination and promotion of the new forestry specialization program;
5. refurbishing and upgrading of ESFOR's facilities for the new forestry specialization program;
6. implementation of nine three-month training modules of the new program;
7. strengthening the capabilities of the foresters in order to satisfy the current human resources demand of the sector.

4. THE EX-POST EVALUATION

The fieldwork for the evaluation took place in the period 01.07.06 – 09.07.06 and included consultations with ESFOR staff in their offices in Cochabamba as well as at the San Simon University (Universidad Mayor de San Simon-UMSS). Consultations were also carried out with a wide range of stakeholders, members of the Project Steering Committee as well as other authorities, including the General Director of Forest Development of the Secretariat of Biodiversity, Forest Resources and Environment of the Ministry of Rural Agricultural Development and Environment

4.1 The attainment of Outputs

The Project was completed in February 2005. In accordance with the project document, all planned activities, plus others not originally contemplated such as the establishment of short duration courses and support to ESFOR's under-graduation program, were successfully carried out and achievements can be summarized as follows:

Output 1. Development of a new forestry specialization program with the participation of identified cooperating private and public institutions

The academic specialization program was developed and approved in three different modalities: i) *in loco* with the physical presence of students at the ESFOR campus classroom (classical methodology); ii) semi-presence with the support of CDs and printed material; iii) semi-presence with virtual support.

The specialization program was initially designed to be carried out under the classical modality. However, as stressed by the Program Coordinator, as well as various other persons interviewed, the program had been revised to include a more contemporary modality (virtual) in order to allow a higher participation in the program. The country's economic situation led to a low attendance of the specialization program, as scholarships were not available and the students, mainly forest-related professionals, could not afford the course costs or were not authorized by their employers to attend the course while working.

In April 2002, the project decided to develop an on line and long distance version of the specialization program and also short courses and workshops. The virtual modality would have the flexibility needed by the students/professionals to attend the course, as only one month in each three-month training module was required for the practical field-training component. These lessons were delivered at ESFOR's forests at its Valle de Sacta site and at La Chonta's private forest concessions. As to the short courses and conferences, not only were the undergraduate students the beneficiaries but also professionals who had interest in a specific topic in the field of forest management in relation to other curricula (GIS, for instance). The decisions taken by the project coordination to include new modalities on the original specialization course design were determinant for the success of the program.

As foreseen in the project document to contribute to the development of the specialization program development and the identification of capacity needs, a wide-based Technical Consultative Committee was composed by members of the Bolivian

forestry sector CVF; PAFBOL/FAO; SFN; CPITCO and National Forest Chamber (Cámara Nacional Forestal).

Output 2. Identified cooperating private and public institutions contributing to the implementation of the specialization program

Cooperating private and public forest-related institutions, such as Empresa La Chonta, BOLFOR, CEBEM, SIA, SFN, Facultad Forestal y Agronomía de la Universidad de Pinar del Rio – Cuba, KVL University of Denmark through FOMABO project and other on-going projects in ESFOR, supported the planning and implementation of the program. Some institutions such as BOLFOR, SFN, SIA and CFV mainly provided guest lecturers to both classroom and virtual modalities.

CEBEM was hired to develop the on line and long distance course modalities.

Empresa La Chonta provided its private forest concession site to the practical field-training component of the specialization program as well as the ASL in Santa Rosa del Sara and Santa Monica in Santa Cruz state.

Output 3. Validation within the Bolivian university system of the forestry curricula to be developed

The new forestry curricula were presented to the other 3 institutions devoted to the superior forestry science education as well as to the Executive Committee of Bolivian Universities. Following the presentation, the mentioned Executive Committee approved the new forestry curricula by the university rectors resolution number 203/02.

Output 4. Nation-wide dissemination and promotion of the new forestry specialization program

The specialization program as well as the short courses were widely promoted and disseminated via national and regional workshops, newspapers, pamphlets and other means. Moreover, a website was developed for the ESFOR forestry program which includes information regarding the specialization program, short courses and conferences and a database on Bolivian forestry professionals was assembled, which currently acts as a networking mechanism over the internet.

Output 5. Refurbishing and upgrading of the ESFOR facilities for the new forestry specialization program.

Appropriate structure/classrooms were constructed and furnished with new chairs and tables manufactured in a wood furniture making unit maintained by ESFOR in its campus. Individual computers were acquired as well. The laboratory facilities were refurbished and specialized hardware and software were procured for the GIS, photo interpretation and cartography, and forest inventory laboratories. The procured equipment list can be found in the project final report presented by ESFOR.

Output 6. Implementation of nine three-month training modules of the new program.

The academic staff prepared the class plans and didactic manuals and interactive CDs for nine new courses for the three specialization modules and for fifteen short courses.

These were lectured over a period of five academic terms to the benefit of 305 graduate professionals (125 specialization program and 180 short courses). Additionally, the project supported the under graduation program with lectures, infrastructure and equipment benefiting 343 undergraduate students.

A virtual platform was developed over the internet to provide for online and long distance specialization courses. ESFOR's forests at its Valle de Sacta site and La Chonta's private forest concessions were utilized for the practical field training component of the courses.

Output 7. Strengthening the capabilities of the foresters in order to satisfy the current human resources demand of the sector.

Although the project trained 305 forest-related professionals, the current needs are still increasing due to the country's efforts to comply with the new legislation (Law 1700). Based on the information provided by the government authorities and Bolivian private forestry sector, the current demand for forestry professionals with the qualifications needed to achieve sustainable forest management in the country is still in excess of the present supply.

The semi-presence with virtual support modality developed by ESFOR allowed the participation of students not only from around the country but also some from neighboring countries like Colombia, Argentina and Ecuador.



4.2 Overall assessment

The overall role and contribution of the project in light of sectoral policies, development programmes, priorities and requirements to achieve sustainable forest management in Bolivia.

- According to government authorities interviewed, the importance of sustainable forest management for the new Bolivian government was reaffirmed and any effort/contribution towards its achievement is very welcome. The importance of strengthening the institutional capacities of universities to meet the government's present needs was also stressed. In accordance with new policies there will be a need for universities to respond positively to these new policies with adequate technologies and investigation procedures.
- The new Bolivian government is implementing relevant changes in the forest sector in order to give stronger emphasis to community forestry. Community forestry, the management of forests with or by local communities, will be an important mechanism for addressing equity while pursuing the sustainability of the forest resource, according to the same source. It would mean a revision of a possible Phase II of the project in order to contemplate such decision/emphasis.
- Notwithstanding, this new approach does not invalidate the project contributions made so far, and those in the future to sustainable forest management in Bolivia. New initiatives should be mainstreamed to focus on new target populations, such as ASL and TCO, and more short courses and field training should be conceived to address and reach these new target groups and their needs.

The effectiveness of the project's implementation and its effectiveness in promoting sustainable forest management, including the current status and roles of the trainees within the countries concerned and their direct and indirect contributions towards the achievement of sustainable forest management.

- The project has been quite effective in terms of its implementation and in achieving all of its objectives and outputs, as demonstrated in item 4.1 above.
- With regard to its effectiveness in the promotion of sustainable forest management, the project was designed and implemented to strengthen the technical capacity of professionals on sustainable forest management in Bolivia. These professionals from around the country and also some from neighboring countries acquired enhanced know-how so as to plan and implement sustainable forest management and conservation practices, thus contributing towards the sustainable development of tropical forests in Bolivia.
- It is worth noting that, although the Bolivian private and public forestry sectors indirectly benefited by increased availability of forestry professionals with the qualifications needed to achieve sustainable forest management in the country, the current demand in the country for these professionals is still in excess.

The overall contributions of the trainees towards the achievement of sustainable forest management, via a survey of these beneficiaries and others.

- From a sample of students interviewed, it was verified that the know-how acquired in order to plan and implement sustainable forest management and conservation practices provided them with better qualifications to perform their duties/jobs on a daily basis.
- According to various public and private agencies interviewed, ESFOR's efforts to design and implement a specialization course in the field of sustainable forest management techniques was the first concrete initiative to qualify and train professional human resources serving the forestry sector in Bolivia. Public agencies have started to adopt and widen their ranks of technical personnel to the requirements of the new Forestry Law, which demands forest management plans to be elaborated, as well as audited, by qualified forest professionals.
- La Chonta, in particular, as a beneficiary of the field visits of the trainees, stressed that such inputs were essential to increase its capacity to implement sustainable forest management techniques.

The contributions of any specific studies in forestry-related disciplines prepared by the project's beneficiaries/trainees towards the achievement of sustainable forest management in the country concerned.

- Given that every student who participated in the specialization program was required to present a directed study (trabajo dirigido) in order to graduate, any such specific studies in forestry-related disciplines prepared by the trainees would be contributing towards the achievement of sustainable forest management in Bolivia. At least in one case, one of the reasons for a student to be hired by La Chonta was the study titled "Mahogany Natural Regeneration" which he developed and presented by the end of the course. However, many studies are still to be presented, as most of the students have a full-time job and spare time to dedicate to their specific studies is limited. This was indeed a constraining factor pointed out by all interviewed students, as well as by the program coordinator, due to the present economic crisis in Bolivia.

The results and potential impact of applied research conducted by the project and/or its beneficiaries (if any) and its contribution to the overall knowledge as related to sustainable forest management.

- If the list of approved directed studies (trabajos dirigidos) as presented in the Final Project's Report, and if additional papers/studies shown to the ex-post evaluation team at ESFOR's premises, include work that can be considered as "applied research conducted by the project's beneficiaries" then, pending the conclusion of such studies, the project may have had a positive impact in terms of its contribution to knowledge as related to sustainable forest management in Bolivia.

The impact of project activities on the livelihoods of target populations.

- The project objective is to strengthen the technical knowledge of forestry professionals in the field of forest management, with a view towards increasing the technical quality of the professional human resource serving the forestry sector in Bolivia. Thus, Bolivia as a whole is the beneficiary of the project's impact.

The effectiveness of dissemination of project results.

- The effectiveness of the dissemination of the overall positive project results can be well observed by the increased demand for the specialization program as well as for short-duration courses and conferences. This increased demand identified during the ex-post evaluation is to a certain extent a verifiable indicator of the overall success of the project.

The overall post-project situation in the project's area of influence and the unexpected effects and impacts, either harmful or beneficial, and the reasons for their occurrences.

- This present evaluation confirmed that the project would have been unsuccessful had it not been for the development of an online and distance version of the specialization program, which was not contemplated by the project. This approach is now the most popular means of training at ESFOR.
- The UMSS representatives emphasized the importance of the educational virtual platform utilizing applied technologies, developed by ESFOR's project, to the educational method to be developed by UMSS. Universities such as Bento and Pando are very interested to replicate ESFOR's virtual specialization program in their institutions. Moreover, these institutions also showed interest to jointly develop a model to be applied in a national level.
- The success of this first initiative has not only given ESFOR leadership in the field of forestry management training but also stimulated it to develop a master degree program in Forestry with subjects on: Community Forestry, Forest Management and Economics and Integrated Management of Water Basins on a semi-presence with virtual support modality. ESFOR has already taken some initial steps such as identification of potential partners in order to design and implement that new challenge.
- The trainers were also an indirect beneficiary of the project success as they improved their know-how in adapting themselves to virtual methodology.
- The on line and long distance modalities allowed the participation of students not only from Bolivia but also students from other neighboring countries, thus contributing not only to a national impact but also to a regional impact. This also could be considered an unexpected positive impact of the project.
- According to ESFOR's Director, the specialization course implemented in ESFOR's campus also provided a positive integration and synergy among other forest-related projects under implementation in ESFOR (PROMAB, FOMABO and BASFOR).

The cost efficiency in the implementation of the project, including the technical, financial and managerial aspects.

- The management of funds has been correct and in accordance with the foreseen budget as can be observed in the reports (final report, auditing report) presented by ESFOR.

Follow-up actions in order to enhance uptake of project results.

- The approval of Phase II would be desirable to continue the efforts made so far by ESFOR to be a leader in development of a specialization program for forest technicians on sustainable tropical forest management in Bolivia. The approval of a second phase for the project is particularly relevant in face of the midterm economic difficulties of Bolivia.

The project's relative success or failure, including a summary of the key lessons learnt, and the identification of any issues or problems that should be taken into account in designing and implementing similar projects in the future.

- The specialization program "Sustainable Tropical Forest Management in Bolivia" trained 305 graduated professionals and 343 undergraduate students who benefited from the short duration courses and conferences given under the program. This was only possible because of the decision made by the project to develop an online and long distance version of the specialization program, which was not initially contemplated by the project. This new approach is now the most popular means of training at ESFOR.
- The academic material should be carefully selected in order to give a deeper view of the topics to be taught to the students.
- All reports resulting from practical on site application of forest management techniques, particularly those implemented in forest concessions, should be shared among the main stakeholders (University/students/concessionaires).
- The sustainability of the specialization program is something yet to be achieved. Although great efforts were made towards the project's sustainability, the long-term sustainability of the specialization program will depend on future government support for graduate studies. Nevertheless ESFOR has managed to maintain the program more than a year beyond the end of the project and is currently planning to commercialize its virtual platform as well as to provide related services to generate additional revenues.

Based on the overall assessment, one may well conclude that the project has positively contributed towards ITTO's Objective 2000 and the ITTO Yokohama Action Plan.

4.3 Recommendations

- Similar projects, particularly utilizing semi-presence with virtual support modality, would be desirable to continue the efforts in pursuing the achievement of sustainable forest management considering not only its national but also regional impact.
- The virtual modality carried out by ESFOR in implementing its specialization course has been an innovative approach and as such should be considered in training nationals on sustainable forest management in future projects.
- The project organizational structure composed by Steering Committee, Technical Consultative Committee and Technical-Administrative Coordination Council, which has been proved adequate for the successful implementation of the project should be maintained in the future.
- The ITTO follow-up and evaluation practices have also been proved effective in terms of providing adequate feedback to better develop and implement the project's work plan.
- A course on forest environmental services or functions (aimed at incorporating a proper valuation of "non-output" uses of the forests) and on non-timber forest products would be extremely valuable to further complement the knowledge acquired by the trainees.
- Given that the use of GIS technology/methodology was seen as providing ample job perspectives to the students, more emphasis should be given in such a topic in the future.
- Considering the midterm economic difficulties of Bolivia, the approval of Phase II would be desirable to continue the efforts made so far by ESFOR to be a leader in the country in developing a specialization program for forest technicians and forest engineers on sustainable tropical forest management. The approval of Phase II would be crucial for consolidating the success of the initiative.
- Based on the findings of the ex-post evaluation, the following items in the Project Document – Phase II should be considered:
 - i. In line with the new government's forest sector policy, more importance/emphasis should be given to community forestry, in particular to the ASL and TCO communities. Thus, more short courses and field-training practices should be conceived to address and reach these new target groups and their needs.
 - ii. The new project should identify ways to stimulate a greater presence of women in the specialization course (gender issue).
 - iii. The development of a specific course in forest certification to be conceived with the contribution of the "Consejo Boliviano para la Certificación Forestal Voluntaria". This would be highly relevant taking

into account Bolivia's goal to have 100% of its tropical forests under certification.

- iv. To prioritize updating and upgrading the equipment (hardware and software) to be used during both courses (specialization and short-course) and to strengthen the quality and capacity of teaching staff as well as stimulate the participation of visiting lecturers. The improvement of the course's quality will contribute to an increase in the demand for the course, leading to its sustainability.
- v. The formation of forest auditing professionals should be contemplated, given that under the new Bolivian legislation (Law 1700) the evaluation of forest management plans through auditing in the management areas is required every 5 years.



Annex 1
Interviewed Persons

Eng. Gustavo Guzman Torrez	ESFOR – Coordinator-General Post Graduation Program
Eng. Gabriela Becerra Villanueva	ESFOR - Post Graduation Program -
Eng. Jannette Maldonado Murguía	ESFOR - Post Graduation Program -
Economist Jannett Aliaga Calle	ESFOR - Post Graduation Program -
Eng. Manuel Morales Udaeta	ESFOR - Post Graduation Program -
Mr. Richard Ancalle Jimenez	ESFOR - Post Graduation Program - Driver
Eng. Edwin Camacho	General Director of Forest Development/Secretariat of Biodiversity, Forest Resources and Environment
Eng. Javier Lopez	Forest Policy Expert– BOLFOR II
Eng. Agro. Richard Ramos	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Eng. Pascoali (Professor)	Ex-student - Short Course
Lic. Marianela Curi	BOLFOR-II
Eng. Edwards Sanzetenea	Director of ESFOR
Eng. Jorge Gonzales	Post Graduation Director of the Agronomy College of UMSS
Eng. Luis Morales	Director of Post Graduation of UMSS
For. Tec. Milan Mamani	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
For Tec. Casimiro Mendoza	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Eng. Sara Jimenez	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Eng. Beymar Villarroel	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Eng. Ivan Davalos	CETEFOR
Eng. Robert Sejas	CETEFOR
Eng. Lucio Paez	SIA – Superintendencia Agraria Regional de Cochabamba
Eng. Victor Hugo Acha Garcia	ESFOR (Former Project Director of PD 63/97 Rev. 3 (F))
Eng. Fernando Frontanilla	SFN - Superintendencia Forestal Nacional
Eng. Rudy Guzman	CADEFOR
Lic. Henry Moreno	CFV - Certificación Forestal Voluntaria
Edson Honor T.	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Cristina Andrea Prado Paz	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Teresa Villegas	Ex-student - Specialization in Sustainable Forest Management of Tropical Forests
Eng. Pablo Gil	Empresa Forestal La Chonta
Eng. Jorge Plazas	Empresa Forestal La Chonta
Eng. Edilberto Rojas Espinoza	BOLFOR-II