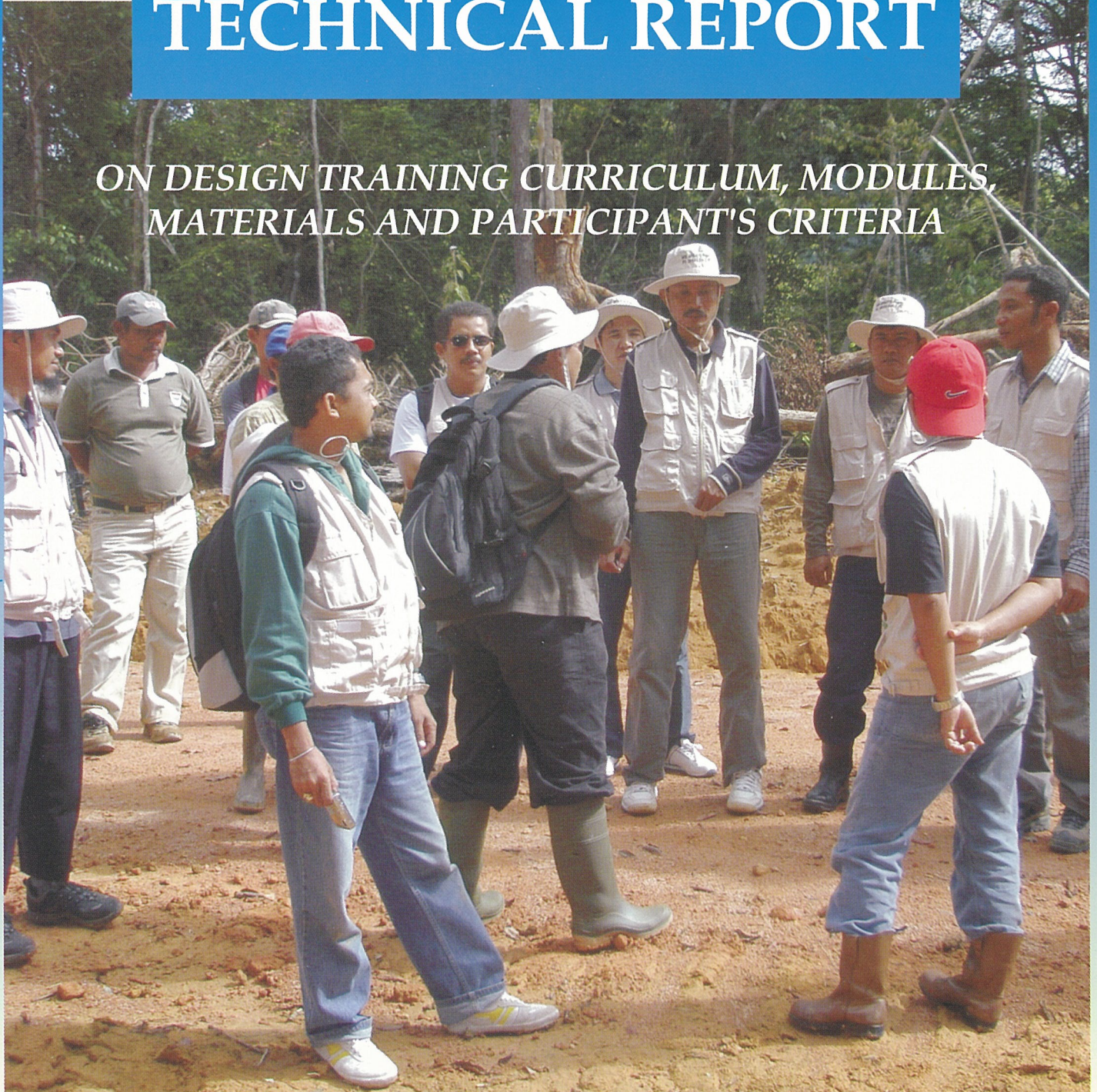




TECHNICAL REPORT

ON DESIGN TRAINING CURRICULUM, MODULES, MATERIALS AND PARTICIPANT'S CRITERIA



Asosiasi Pengusaha Hutan Indonesia



ITTO PD 389/05 REV. 2 (F)

Application of the Internal Monitoring of SFM Performance at Forest Management Unit Level

Jakarta, 2007

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ITTO

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Application of The Internal Monitoring of SFM Performance at Forest Management Unit Level

In addition to allowing participants to gain important knowledge, skills and attitude to implement monitoring and evaluation methods toward the implementation of the sustainable forest management, the training also requiring participants to develop their work plan to be implemented in the participants respective workplace.

Therefore, the outcomes of the training are expected to be the improved capacity (knowledge, skills and attitude) of the participants in implementing internal monitoring of performance guidelines, and a work plan to be followed up. Employers should look and expect that the outcomes shall benefit them.

... resource persons and facilitator will have to adjust their training methods from time to time. Requirements of each of individual participants' qualification therefore are much needed. The following attempts to address the required qualification.

In addition, to make an impact the subject being training at must be shared by quite a number of persons in different position. The training is not only aimed to enhance the knowledge, skills and attitude of its participants but also to allow the participating management units to have a workable work plan upon the completion of the training. For that reason the training requires that the participating management units must send at least 3 persons both from management and operation level. Such requirement is made to allow the management unit to take the best advantage of the training.

As there is a priority to be set, for the first batch of the training, the participating forest management units are expected to be the most needed ones. They are those that are assessed as poor in performance by the independent appraisal bodies.

The requirements for IMPG training participant are as follow:

- (1) Each management unit is required to send at least three persons
- (2) The participants must come from both management and operation level
- (3) For the first time, the priority is given to management unit with bad performance based on the mandatory evaluation of Independent Appraisal Bodies.
- (4) Participant must at least be graduated from S1 from relevant discipline with at least 3 years working experience in forestry industry; or be graduated from university at D3 level with relevant discipline with at least 5 years working experience in forestry industry
- (5) At least one of the participants of each FMU had participated in the training provided by PD 42 project.

2.3. Facilitator and Resource Person Requirements

Training is not just a process of somebody transferring knowledge to some other people. It is to provide experience so that participants could be walked through series of activities to ensure that the possession of knowledge, the skills and attitude are change for better. For that reason, a good training—as it intends to be—can not be done just by having lectures over lectures. The training is designed to provide experience through various sets of simulations, exercise,

PART I

OVERVIEW OF THE TRAINING DESIGN

The efforts towards sustainable forest management (PHL) essentially attempt to change conventional practices of forest management. The changes started by forming a new concept or paradigm on sustainable forest management, making of policy on sustainable forest management, institutional strengthening, defining of achievement standards as a tool to measure performance, creating of incentives and disincentives and so on. On top of that, the most important thing is how to disseminate this new concept, regulation and reference to the people involve on forest management to get their confidence, and finally to ensure significant changes in the practice of forest management.

The training on Internal Monitoring Performance Guideline/IMPG is aimed to improve the capacity of managers and operators at natural forest management units. It is designed to provide training participants with knowledge, skill and attitude to implement internal monitoring system towards sustainable forest management. Judged by its goal this training introduces something new relating to the sustainable forest management concept as well as improving of participant's individual skills on conducting appraisal within his/her internal workspace of the management unit where they work. In addition as there is a growing demands and requirements to step the approach toward sustainable forest management through various steps, of which the first step is compliance to legality, the training also provide

The training of similar type has been conducted in previous project (ITTO PD 42) by using materials that is now taken as reference for development of present material (PD 389). Besides referring to the concept in PD 42, the standards of Sustainable Production Forest Management internal monitoring ((PD 389) also refers to the Criteria and Indicators for Sustainable Natural Production Forest Management of Management Unit as defined by Forestry Minister Decree No. 4795/Kpts-II/2002 and the final draft of Log's Legality Verification Standard. In the context of guiding the management unit to prepare themselves for a fulfillment of evaluation standards as defined above, syntheses of these three sources will provide wider accommodation on the scope of criteria-indicators defined by each standard.

To ensure a smooth continuation with previous programs, development of training for IMPG has gone through series of activities designed as below:

1. Selecting of the Working Group members comprises of relevant parties
2. Elaborating of the revised ITTO C&I, the existing National C&I for SFM, and revised documents of PD 42/00 in designing of training system
3. Adapting of expert panel results of ITTO Project PD 389 into Training modules
4. Establishing of participant requirements, Facilitator requirements, Resources person requirements, and Locations requirement for conducting of the training
5. Create the Training Modules that comprises of: objectives, section plan, training materials, Methods, Tools equipments, and Annexes.

In all, the training is designed by employing adult learning methodology (andragogy) that embraces the roles of facilitator and resource person and enriched with theories, practices, simulations and games in order to achieve the generic and specific instructional objectives. The IMPG training design basically comprises of the following subjects

1. Introduction of the new trends and demands of market, which includes provision of incentives for implementing sustainable forest management
2. Refreshing courses on criteria and indicators of standard of legality and sustainable forests management
3. Introduction and experiencing the participatory appraisal for implementing internal monitoring of performance guidelines.
4. Field works.

without totally abandoning lecture for providing basic knowledge and to transfer important information.

Such a consideration leads this training to employ facilitator-resource person approach. Ideally, training must be facilitated by fully resourced facilitator, or by resources persons well equipped with facilitation skills. Unfortunately to find such combination is difficult. Facilitator role is to guard and ensure that the learning processes will be effective, well measured, and toward the achievement of the general and specific instructional design. On the other hand, resource person is needed to provide set of basic theories or information that pertains to certain topics of sustainable forest management or assessment/appraisal. The resource person will ensure that the required knowledge is provided throughout the training processes. Employing such a method the training is expected to be effective, enriching and stimulating.

The requirements of the facilitators and resource persons are described as the following:

Facilitator must

- (1) be capable in applying proper facilitation techniques (adjustable to participant, target, availability of facilities and communicative as well)
- (2) have experiences in the forestry related training/workshops
- (3) be able to make the training session achieve its targets of general instructional objective (TIU) and exclusive instructional objective (TIK)
- (4) be capable of applying adult learning methodology
- (5) be able to develop relevant learning materials and evaluate participants' performance

The resource persons must

- (1) Possess adequate knowledge on the subject of expertise
- (2) Have Experiences in other similar training as resource person
- (3) Minimum education is S1, preferably with experiences in evaluation field and/or working at forestry industry.

2.4. Location Requirement

As the training required and put high importance on experience, the location of training matters very much. The considerations to identify the location are based on the quality performance of the management unit to be used as training sites, accessibility, capacity (facilities and personnel), and more importantly the willingness to be chosen as training sites.

independent assessment body (LTI). The team that designs the training suggests that the training site must at least, be assessed as good, or at least fair with additional outstanding performance. Other acceptable performance assessment measurement is LEI SFM verification. If a company pass LEI verification, and therefore the company is considered as appropriate to be training site. The team also identified the important of access as it will facilitate the logistical aspects of the training. The aspects being considered are access to the training site location, and access to field works. Difficult access will cost the training more, so it is preferred that the training could be done in more or less easily accessible areas.

As for the capacity, the team identified that the forest management unit to be used as training sites must have good quality in its human resources (who will serve as local resource person during field works), system (working mechanism that will be use as example), and facilities (availability of lodging, learning rooms, field works areas).

The location of the training must the one that allows all participants to experience, learn, and undertake some experiments in the field. To set some examples, the location of training must be that of the natural forest management units assessed as good (or fair with additional other significant performance), with an approved management plan for 2006-2007 (RKT).

As the number of concessions is declining, it is not always easy to find such a concession to be used as training site. Moreover, few that are available may be not easily accessible. Based on such considerations, the undertaker of the project has identified several potentials for the training sites. The summary of the training sites and their conditions are listed in the table below

	Human Resources	LPI/LEI Assessment	Facilities	Access	Management plan
DRT/Riau	Good	Good	Poor	Poor	Available
Andalas/Sumbar	NA	Medium	NA	NA	Available
Putra Duta/Jambi	NA	Medium	NA	NA	Available
SLJ/Kaltim	Good	Good	Good	Poor	Available
SJM/Kalbar	Good	Medium	Good	Medium	Available
Erna/Kalteng	Good	Good	Good	Poor	Available
Dwima/Kalteng	Medium	Good	Good	Medium	Available
BFI/Kaltim	Good	Medium	Good	Good	Available
Gema HL/Maluku	NA	Medium	NA	NA	Available
WPN/Maluku	NA	Medium	NA	NA	Available
Balantak/Papua	NA	Medium	NA	NA	Available
Bintuni/Irjabar	NA	Medium	NA	NA	Available

2.5. Training Modules

Training Sessions:

Criteria and Indicator of SFM for Internal Monitoring Performance Guideline

General Objectives:

Upon the completion of the training session, the participants will

1. understand the Forest Policy Development and SFM Issues in Indonesia
2. understand of Logical framework and Principles of SFM
3. understand assessment of SFM Performance
4. understand of integrated SFM standard as a reference for Establishing Internal Monitoring Guideline

Introduction:

The training on Internal Monitoring Performance Guideline/IMPG is aimed for personnel of natural forest management unit at managerial and technical level. It is designed to provide natural forest management unit with knowledge, skill and attitude to practice internal monitoring system towards sustainable forest management. Judged by its goal this training introduces something new relating to the PHL concept as well as improving of participant's individual skill to practice performance appraisal within his/her internal workspace of the management unit where they work.

The training of similar type has been conducted in previous project (ITTO PD 42) by using materials that is now taken as reference for development of present material (PD 389). Besides referring to the concept in PD 42, the standards of Sustainable Production Forest Management internal monitoring (PD 389) also refers to the Criteria and Indicators for Sustainable Natural Production Forest Management of Management Unit as defined by Forestry Minister Decree No. 4795/Kpts-II/2002 and the final draft of Log's Legality Verification Standard. In the context of guiding the management unit to prepare themselves for a fulfillment of evaluation standards as defined above, syntheses of these three sources will provide wider accommodation on the scope of criteria-indicators defined by each standard.

To ensure uninterrupted continuation with other previous programs, this training shall have its relation with other previous training. Thus, discussion on the foundation of SFM policy, SFM concept, SFM standard, SFM activity design reference and internal monitoring, findings adoption and improvement recommendation after internal monitoring shall be made for

Training Materials:

The training to develop capacities on internal monitoring by using Criteria and Indicator of SFM will consists of the following sessions

1. Sustainable Forest Management Policy

Key concepts

Sustainable Forest Management (SFM) is formulated through three main pillars: firstly, assurance on economic/production functions continuance, which in turn will provide long-term profit; secondly, assurance on environmental function and thirdly, assurance on utilization of forest by community. Forestry policy and regulations shall be directed toward SFM achievement, both at national and management unit levels, hence it is compulsory for forest managers.

According to Soedomo and Kartodihardjo, forestry policy and governance have a number of implications to the rights and obligations of IUPHHK holder, transactional fee and forest management performance on the whole. Issuance of a policy to overcome a problem will be placed between existing situation, norms/attitude and performance to be achieved. The framework of this approach is known as SSBP (Situation, Structure, Behavior, Performance). The three factors that build a situation are open accessed forest, the norm of players and government situation at the time the policy is made.

Forestry policy that specifically relates to SFM in the form of regulation has been issued by Forestry Ministry since 1993 by issuance of Forestry Minister Decree/SK Menhut No 252/Kpts-II/1993 concerning Criteria and Indicators for Sustainable Natural Production Forest Management in Indonesia. By issuance of Law No. 41 regarding forestry, which then redefined by PP 34 and completed by PP 6, added in specific by SK Menhut No 4795/Kpts-II/2002 concerning Criteria and Indicators for Sustainable Natural Production Forest Management for Management Unit and SK Menhut No 208/Kpts-II/2003 on Appraisal Conduct for Sustainable Natural Production Forest Management Performance at Management Unit.

Scope of training materials

Training will be started by description on policy and forestry policy and followed by introduction to forestry regulations with their implication to SFM. SFM policy setting at macro and micro scope, with impacts on organizational policy at Management Unit level.

References

- Forestry Minister Decree/SK Menhut No 4795/Kpts-II/2002 concerning Criteria and Indicators for Sustainable Natural Production Forest Management at Management Unit
- Forestry Minister Decree/SK Menhut No 208/Kpts-II/2003 regarding the Conduct of Appraisal for Sustainable Natural Production Forest Management Performance at Management Unit
- Decree No. 168/Kpts-IV/2001 concerning Utilization and Distribution of ramin timber
- Forestry Minister Decree/SK Menhut No 610/Kpts-II/1993 on Criteria and Indicators for Sustainable Natural Production Forest Management in Indonesia at Unit Management
- Forestry Minister Decree/SK Menhut No 252/Kpts-II/1993 concerning Criteria and Indicator for Indonesian Sustainable Natural Production Forest Management
- Government Law No. 6, year 2007
- Law No 41 on forestry
- Soedomo and Kartodihardjo, 2006. Incentive System for Natural Forest UPHHK, DFID, Jakarta

2. Sustainable Production Forest Management

Key concepts

Principally, forest is a natural resource with renewable characteristic, thus harvesting shall not exceed the growth of the forest itself. Harvesting that do not exceed the renewable capacity will give a chance for natural resource to regrow and reproduce at sustainable manner. Economically, when a harvesting cost margin is zero, maximal profit will be gained if harvesting quantity is equal with regeneration capacity or maximum sustainable yield/MSY (Alimi, 2005).

Production forest sustainability is not only meeting the principle of sustainable yield, but shall also meet the demand for ecological and social functions sustainability. Therefore, forest management strategy need to be implemented to ensure SFM achievement. A study on Sustainable Production Forest Management will start by learning the logical framework of SFM, thus the strategy of forest management will take into account the management of

Production aspect of forest management is a series of Management Unit activities relating to forest production dimensions as indicated through input, process, output and control.

Scope of training materials

The training will identify relation between components in production aspect subsystem of forest management ((input, means, process, output, control) and to study on efficient and environmental-friendly system of harvesting, timber-tracking interest and also forest development as reinvestment.

References

- LEI Guidance Serial 99
- Technical documents, verifier toolbox
- IMPG standard

4.c. Ecological/Environmental Aspect of Forest Management

Key definitions

Ecological aspect of forest management is a series of Management Unit activities relating to forest ecological dimensions as indicated through input, process, output and control.

Scope of training materials

The training will identify relation between components in ecological aspect subsystem of forest management ((input, means, process, output, control) and to formulate ecological procedures, implementation of and documentation on prevention action and impact-handling action and environmental mitigation

References

- LEI Guidance Serial 99
- Technical documents, verifier toolbox
- IMPG standard

4.d. Social Aspect and Company Legality Aspect of Forest Management

Key definitions

Social aspect of forest management is a series of Management Unit's activity relating to public social dimension by means of input, proces, output and control.

Scope of training materials

Training will identify the relation between components of social aspect subsystem of forest management (input, means, process, output, control) and to study the principles to make social aspect procedures, social aspect considerations and the procedure to achieve social function sustainability and indicators of company legality.

References

- LEI Guidance Serial 99
- Technical documents, verifier toolbox
- IMPG standards

Details of Training Materials:

1. Sustainable Forest Management Policy

a. Specific Objectives

Upon the completion of the training participants will understand:

- International issues on SFM
- SFM policy basis in Indonesia
- Implication of forestry policy on forestry sector at national and management unit levels.

b. Session Plan

The session will discuss driving factors of SFM at global level relating to forestry policy development in Indonesia and the movement of forestry industry in Indonesia. In this session participants will learn the implication of government policy at national and management unit levels through the illustration of government, private and public roles in Indonesian forest management. Law No. 41 and government regulation No. 6 is the legal parameter for sustainable forest management in Indonesia.

This session will employ brain storming, case studies, and presentations. The emphasis will be on brain storming and case studies.

c. Tools, Equipment and Materials

2. Sustainable Production Forest Management

a. Specific Objectives

Upon the completion of the training participants will understand:

- SFM logical framework
- SFM in the context of sustainable development
- SFM as long-term business strategy

b. Session Plan

The session will discuss on SFM framework as indicated by relevance of each forest function with forest management dimension. Participants will also learn sustainability principle of forest ecological function, sustainability principle of forest social function and local characteristics of each participant's work location. The discussion process will be directed into the topic of SFM as an advantageous strategy for the management unit in the context of business continuation.

The method of delivery in the session will be case studies, lecture, brainstorming and practices.

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials, form of company assessment.

d. Time

3 session hours

3. Sustainable Forest Management Performance Appraisal

a. Specific Objectives

Upon completion of the training participants will understand:

- The objective and advantage of appraisal
- SFM performance appraisal system
- FMU's typology concept
- FMU's typology analysis

b. Session Plan

In this session participant will learn and discuss on components of performance appraisal system (standard, procedure and decision-making) that establishes a certification system. Discussion will be continued further with topic of typology concept within sustainable forest management performance appraisal. To strengthen participant's knowledge on typology they will do an example of defining FMU's typology through case studies. Then, they will do interactive discussion by using completed training material. At the end of session facilitator will guide on a term of objective and benefit of performance-based appraisal (feed-back, achievement reference, incentive etc.)

c. Tools, Equipment and Materials

Cases, practice material, presentation (power point), document formats (template), flipchart

d. Time

4 session hour

4. SFM Standard as The Reference for Internal Monitoring Design

Specific Objectives

Upon the completion of the training participants will understand:

- Adaptation of standard's indicator-verifier into MU's working plan
- How to set up realistic measurement for achievement (volume, location and timeframe)
- How to design internal monitoring system
- How to identify the gap between achievement standard and the real fact in field;

For the aspects below:

4.1. Assurance On Long-Term Forest Management

a. Specific Objectives

Upon the completion of the training participants will understand:

- Legal basis of MU and fulfillment of obligations to support the rights of MU
- Long term plan of forest management
- Area allocation for production, ecological and social functions fulfillment

The session will start by documentation on the regulatory through management of operational rights and the responsibility of forest management. Discussion on various responsibility fulfillment relating to MU's operating permit and also land boundaries (realization, process, documentation) is required. Participants will be facilitated with materials on landscaping theory and the practice (case study for production, ecological and social functions). As the majority of training participants will be persons with practical experience in forest management unit, the session will be directed to RKU/RKL/RKT-making process and documentation (primary data, potentiality, environmental and social) through information-sharing process (case study on the location of participant's workplace). At the end of session participant will do exercise on designing of monitoring system using the components stated above (note: activity on monitoring and evaluation will be elaborated in the session of Internal Appraisal for Monitoring and Evaluation.

c. Tools, Equipment and Materials

Cases, practicing material, presentation (power point), document formats (template), flipchart

d. Time

4 session hours

4.2. Production Aspect Of Forest Management

a. Specific Objectives

Upon the completion of the training participants will understand:

- Relation between components of forest management production aspect subsystem (input, means, process, output, control)
- Efficient and environmental-friendly harvesting
- Timber-tracking system interest
- Forest development as re-investment

b. Session Plan

Participants will contribute their ideas in a discussion on various regulations, which specifically focus on production aspect of forest management. The discussion will be guided more into the topic of regulation effectiveness and its implementation under the context of SFM. The discussion will be directed further to identify what

kind of inputs required for production process and how to select its appropriate means. The session will include also shared-learning process on various procedures and work-mechanism of production aspect, discussion on RIL and study on timber-tracking and legality system. To focus the analysis, participants will do evaluation on the work procedure of production aspect as well as do the information-sharing regarding specific condition of each participant's work location. At the end of the session, participants will make a monitoring system with the above components (note: specific activity on monitoring and evaluation will be delivered in the session of Internal Appraisal for Monitoring and Evaluation).

c. Tools, Equipment and Materials

Cases, practicing materials, presentation (Power Point), document formats (template), flipchart

d. Time

3 session hours

4.3. Ecological/Environmental Aspect Of Forest Management

a. Specific Objectives

Upon the completion of the training participants will understand:

- Relation between components in the subsystem of forest management ecological aspect (input, means, process, output, control)
- Formulation of procedures in ecological aspect
- Implementation of and documentation on preventing and environmental-impact resolving actions
- Environmental-impact mitigation

b. Session Plan

In this session, participants will conduct discussion on various regulations that specifically deal with ecological aspect of forest management. The discussion will give more focus on regulation effectiveness and its implementation under the context of SFM. Discussion will be further go into identifying what kind of inputs required in ecological process and selecting of appropriate means for this aspect. The session will also do a shared-learning on various procedures and work-mechanism of ecological aspect and discussion on identifying ecological impacts, how to document it and the required action, also RKL and RPL reports. For

ecological aspect and information-sharing on specific condition of each participant's work location. At the end of the session participant will make a monitoring system by using the above components. (Note: specific activity of monitoring and evaluation will be delivered at Internal Appraisal for Monitoring and Evaluation session)

c. Tools, Equipment and Materials

Cases, practicing materials, presentation (Power Point), document formats (template), flipchart

d. Time

3 session hours

4.4. Social Aspect And Company Legality Aspect Of Forest Management

a. Specific Objectives

Upon the completion of the training participants will understand:

- Relation between components in the subsystem of forest management social aspect (input, means, process, output, control)
- Formulation of procedures in social aspect
- Consideration on social aspect and procedure need to be implemented to achieve social function sustainability
- Indicators of company legality aspect

b. Session Plan

In this session, participants will conduct discussion on various regulations that specifically deal with social aspect of forest management. The discussion will give more focus on regulation effectiveness and its implementation under the context of SFM. Discussion will be further go into identifying what kind of inputs required in social management and selecting of appropriate means for this aspect. The session will also do a shared-learning on various social information of community that need to be collected and various procedures and work-mechanism of social aspect. The session will also identify indicators of company legality and the evaluation. For a more focused analysis, the class will do evaluation on the work-procedure of social aspect and information-sharing on specific condition of each participant's work location. At the end of the session participant will make a

monitoring system by using the above components. (Note: specific activity of monitoring and evaluation will be delivered at Internal Appraisal for Monitoring and Evaluation session)

c. Tools, Equipment and Materials

Cases, practicing materials, presentation (Power Point), document formats (template), flipchart

d. Time

3 session hours

Evaluation Tools:

The evaluation tool in this session would be:

- a. Participant's presentation at the end of the session
- b. Performance during the practice
- c. Quiz in the form of exercises during the training

Training Sessions:

Benefit (Incentive) of Implementing IMPG at the Forest Management Unit Level

General Objectives:

After completing this course participants will be knowledgeable of:

1. Benefits of owning and implementing the IMPG management tool as a well defined internal monitoring system with its relation to the regulatory bodies as well as certification schemes and *phased approach*.
2. Incentives given by the government for well managed Forest Management Units.
3. Market incentives that are enjoyed by Management units that has the Ekolabel certificate or is implementing phased certification.

Introduction:

Conducting business in the forestry sector especially as a forest management unit can be very challenging particularly when precondition for attaining SFM practices are not in place. In those kinds of conditions the efficiency cost of maintaining and managing an operation can be very critical. With such conditions a tool that can ensure the limited resource of the management unit is used on actions that has real impacts on the ground and on the improvement of its performance is imperative.

actions and measures to achieve SFM, this tool has been developed through synthesis of the ITTO, LEI, Legality and Ministry of Forestry (MoF) independent monitoring (LPI) standard with the effect that when applied could be used by the FMU's to both prepare for either voluntary or mandatory verification.

The IMPG framework will also be used as reference by the MoF to be employed by FMU's that has not achieved the sufficient grade of the MoF LPI standard, as guideline to develop a strategy and work plan of activities to fulfill the required standard of the forestry department in the LPI monitoring process. This will help rectify the difficulty that has beset FMU's in developing a clear and comprehensive work plan that is applicable and wholly supported by the management and technical staff of the operation. Until now many forest management units have submitted performance improvement work plan that are vague and not systematic in addressing SFM and are not suitable enough for the requirement of the MoF.

The ultimate goal of IMPG is to help FMU's achieve SFM, upon achieving SFM many benefits and incentives can be attained by the FMU. This can range from the more traditional market incentives in the form of market preference and access to the even more desirable premium price. Government incentives in the form of regulatory waver and a right to harvest within the self approved sustainable harvest is also among the incentives attained by a certified FMU.

Training Materials:

a. Specific Objective

Upon the completion of the training participants will

- Understand the benefits of implementing IMPG in the management unit
- Understand the types of government incentives for good managed forest and the link between IMPG and efforts to improve the performance of the FMU's to MoF LPI standard by the MoF.
- Recognize the market incentives that are received by certified forest management units.

b. Session Plan

The session will discuss the basic benefits of applying sound internal monitoring tools, and why they are needed, how they will help save cost in the long run, government incentives for good managed operations and the link between IMPG and regulatory requirement for FMU's to improve their performance, recognize that by applying IMPG forest management units will be better suited to achieve SFM certification which will entail various market

incentives. In this session, participants will learn how these benefits in the long run provide economic advantage for the FMU, examples and experience of companies or FMU's that implement similar systems.

This session will employ brain storming, case studies, and presentations. The emphasis will be on brain storming and case studies.

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials

d. Time

3 session hour

Reference:

1. SK Menhut No 19/Kpts-II/2003 tentang Penetapan Jatah Produksi Hasil Hutan Secara Nasional Periode 2003 yang Berasal dari Pemanfaatan Hutan Alam Produksi
2. SK Menhut No 1613/Kpts-II/2001 Perubahan atas keputusan No. 168/Kpts-IV/2001 tentang Pemanfaatan dan Peredaran Kayu Ramin
3. Peraturan Pemerintah No.6 2007 Tata Hutan Dan Penyusunan Rencana Pengelolaan Hutan, Serta Pemanfaatan Hutan
4. Simula, M, S. Astana, R. Ishmael, J.S. Eliezer, dan M.L. Schmidt, 2005. Report on Financial Cost-Benefit, Analysis of Forest certification and Implementation of Phased Approaches. Topik Utama dalam Jurnal Sertifikasi Ekolabel "e-Label" Edisi ketiga, September 2005, LEI

Training Sessions:

Internal Appraisal for Monitoring and Evaluation

General Objectives:

Upon the completion of the training participants will participants will session, the participants will:

1. understand internal appraisal for monitoring and evaluation of the forest management unit
2. be able to prepare the development of internal appraisal system for monitoring and evaluation

the inability of most Forest Management Units (FMU) to implement the requirements of sustainable forest management among other things is caused by the lack of internal monitoring and continuous improvement on the FMU. FMUs need internal monitoring to identify areas that need to be improved as early possible and to identify ways to address the gaps. Internal monitoring will also help FMUs to always keep them on the right track to achieve sustainable forest management.

There are various ways to undertake the internal monitoring: self reporting, auditing, and participatory appraisal. Self reporting is needed to record details activities reported frequently by the persons undertake the activities. It is helpful to provide raw data and circumstantial information on certain events. Auditing is more reliable and provides unbiased and independent views of the matters in question. An internal auditor is dedicated to only monitor the works of others and to be reported to management. It helps management to assess the processes with more balanced views. Participatory appraisal is useful for the management units to monitor as well as encourage all parties in the units to develop strategies to achieve the goal of sustainable forests management.

Considering the circumstances where the management units work, all of the three are possible to be implemented. However, participatory appraisal seems to be the most appropriate to be implemented. Self reporting is hurdled by the low writing and documentation habits of most Indonesians, moreover the low income people who—in the context of FMU—work as front-liners. The audited monitoring and evaluation does not fully fit the context of Indonesia since it requires an independent body with adequate competencies. Unfortunately such competencies are not there yet. Most parties in the forest management units do not possess the required competencies. The few who posses the competencies are not at influential position.

For that reason, the participatory appraisal is seen to be the most appropriate methods. Participatory appraisal requires participation of all parties to partake in the appraisal, based on set of benchmark set by the management. The benchmark is made based on the ideal criteria and indicators of SFM and legality. The management will start by assessing the gap and set some systems to allow all parties to engage in the setting of benchmarks. The participative appraisal also allows all parties to develop measures targets to meet the full requirement of SFM at a agreed time frame.

For most of FMU participatory appraisal is relatively new method. Participatory appraisal is done by some FMU by hiring some organizations that are used to undertake it. Hence, the competencies gap (gap between the required and existing competencies) is relatively high. The estimates finds that the gap is roughly 90% (participants' existing knowledge, skills and attitude toward internal appraisal for monitoring and evaluation is only 10% of the required competencies).

Training Materials:

The training to develop capacities on internal monitoring by using participatory appraisal will consists of the following sessions

1. Introduction to monitoring and evaluation

Key concepts

Monitoring is an effort to ensure that the progress and processes of activities are well recorded. The result of monitoring is series of data that will be use for evaluation, appraisal, or development of correction action request. Monitoring is done through various ways: it can be done by each party who is undertaking the job, or by others; it can be periodically done or at random. Monitoring is done at all phase of activities from planning till after the completion of certain tasks. For an intake team with continuous workflow, the monitoring is done in every cycle and continuously.

Evaluation is a process of comparing the achievement to the set of expected achievement. The comparison is followed by identification of failing or succeeding factors. Evaluation can be done internally by the party undertaking the tasks or by others; it also can be done randomly or at regular bases. Evaluation is done during or after the undertaking of the activities. The evaluation is done to assess if the outputs, outcomes and impacts of the activities as is desired.

Output is achievement made after the completion of an activity. The output is indicated by some quantitative measures at a given time period. It provides picture on what have been undertaken and how completed the tasks have been performed. Output indicators do not provide any information on whether the activities will result in the desired effects. Example of output indicators are (a) number of trees planted at any given time; (b) the number of staff trained; (c) etc.

Outcome is a measure of the effects of the achieved outputs. The effects of the output should be in line with the bigger goal of the activities. Outcomes are usually measurable

activities (constructions, provision of equipments, etc) the outcomes may be experienced earlier. For less physical activities (training, campaign, advocacy, etc) the outcomes may come at later time. Examples of outcomes: capable personnel (as outcome of training output); availability of clean water (as outcome of well constructions), etc.

Impact is further effects of the activities. When the outcome is felt, one would expect that there would be impacts. Impacts usually are similar to the goals of the organizations or at least close to them. Impacts sometimes are not easy to monitor, but a good programs shall allow for impacts to take place and to be measured. Examples of impacts are improved of health (from well construction activities that outcome on clean water provision); improved company performance (from the training activities), etc.

Indicators are gauge by which the achievement is measured. The indicators must be Simple, Measurable, Attainable, Reliable and Time bound. Simple means that the indicator must be easy to understand and to remember. Measurable is a must criteria as it is needed to measure the achievement. The indicators provide clarity on how to measure it. It also must be attainable, the indicators shall give drive and push to achieve high, but not too high that it is impossible to attain. Setting to high target will lead to frustration, while setting to low target will not move anything in the organizations. The indicators must reliable so that it could reflect the true value and achievement. They must also be time bound to provide clarity on when the achievement must be made.

Scope of training materials

The training will introduce the above key concepts and indicators through various learning activities. In addition there will be introduction to various techniques use in monitoring and evaluation.

2. Techniques and methods of monitoring and evaluation

Key definitions

Techniques and methods on Monitoring and Evaluation basically are ways to undertake the monitoring and evaluations. Techniques on monitoring and evaluation refer to tools and ways of conducting the monitoring and evaluation. While methods refer to broader range of approaches by which the techniques could be use more effectively.

Key techniques in monitoring and evaluations are primary and secondary data gathering, intra and extrapolation of data. There are two types of primary data: hard and soft data.

Hard data is obtained from direct measurement, while soft data is obtained from interpretation of the fact by people involved. Secondary data is obtained by looking at the data generated by other parties. Evaluation is done by assessing the data of performance and comparing it with the expected output, outcome or impacts.

Methods of monitoring and evaluation are basically determined by the type of engagement. The first method of monitoring and evaluation is self reporting type. This type requires the parties monitored and evaluated to regularly report their activities, the outputs or other data required. Self reporting monitoring and evaluation is good for gathering regular hard fact that are verifiable, with the capable personnel.

The second type of the monitoring is the auditing. In this type of monitoring and evaluation a special party, auditor, is assigned to undertake the monitoring and evaluation. The auditor will set standard for the monitoring and evaluation, and go around the audited (monitored and evaluated) parties with check lists (set of criteria and indicators). It assures transparency and credibility as the auditing party has no conflict of interests with the result. This type of monitoring and evaluation is good for having a regular performance assessment or appraisal. It gives the management genuine feedback on the performance of the management units.

The third type of monitoring and evaluation is participatory appraisal. This type of method emphasize on the participation of all parties in the monitoring and evaluation. This type of monitoring and evaluation requires facilitator. The facilitator will engage with all parties to develop milestones for the management units to get to the sustainable forest management or legality compliance. At regular bases or at agreed time of evaluation, the facilitator will undertake a meeting with stakeholders to evaluate the performance of all parties against the milestone early set jointly. The participatory monitoring and evaluation is good for introducing the monitoring and evaluation of the performance against the new standards to the parties monitored and evaluated. It has the elements of capacity building and creating awareness and ownership of the processes.

Scope of training materials

The training will introduce the three types of monitoring and evaluation and the relevant techniques. The training will emphasize on the use of the third type of monitoring and evaluation based on the facts that standards of legality and of sustainable forest management are new to most forest manaaement units.

Key definitions and concepts

Participatory appraisal is a third type method of monitoring and evaluation that requires participation of all parties in the processes of monitoring and evaluation. The participatory appraisal comprises of three steps: benchmark (milestones) setting, communication or data collection, and development of follow up plan or correction action request. Key element in participatory is the role of facilitator (not auditor), and engagement of all parties without any pressure. The processes in the participatory appraisal are as important as the results.

The difference of facilitator from the auditor is one, the first focus on providing comfortable environment for all parties to assess the performance of assessed units, while the latter focus on evaluating other parties on certain standard developed by others. Second, the role of facilitator will be providing common ground for the assessment process to take place smoothly, giving key questions to lead the processes, documenting the processes for further use, while role of auditor is getting out data from the audited parties. The third difference is on benchmark used. Facilitator will facilitated the development of benchmarks by all parties, while the auditor usually developed them on their own or have them developed by others.

Scope of training materials

The training will focus on the steps of participatory appraisal, and the difference of this method from the others.

4. Benchmark Setting

Key definitions

The first step to develop participatory appraisal is by setting benchmarks or milestones. The ultimate goals are compliance to standard of legality or performance that conforms to standard of sustainable forest management. To set benchmarks or milestones the facilitator will invite authoritative party (whether from within the forest management unit or from outside) to explain the ultimate goals to all parties. The facilitator shall assess the understanding of all parties on the ultimate goals.

Once the ultimate goals is fairly understood and the vision of the future is shared, the facilitator will invite all parties to work together to define the gaps between the ultimate goals and the existing conditions of the companies. Based on the gap the facilitator will invite all parties to set up the milestones.

Competencies required to be possessed by facilitator are: facilitation skills, assessment skills, and communication skills. In addition the facilitator shall also be able to understand and comprehend the standards by themselves. In some cases it is expected that facilitator shall be able to address some questions.

Scope of training materials

The training will focus only on introduction the skills to facilitate, as for the ability to translate the standard (ultimate goals) into benchmark will be addressed in other sessions, i.e. on setting of benchmark of the refreshment of criteria and indicators of the SFM and legality.

5. Communication/Data collection

Key definitions

Communication/data collection in participatory appraisal consists of series of activities to collect data. To collect data—as part of monitoring and evaluation—in participatory appraisal requires skills in communication. Unlike other type of monitoring and evaluation, participatory appraisal relies on the ability of facilitator to communicate with other parties to collect data. In participatory appraisals, the data collection is done through various interactive communications.

The data collected are the hard and soft primary data, and secondary data. There are different methods of data collection based on the different on the type of data. Hard primary data is obtained from direct measurement and reported regularly through various methods, such as self reporting, automated data inputs, and data taking. Soft data is obtained from interpretation of the fact by people involved. Collection of soft data is done through interviews, focus group discussions, questionnaires with open questions, and secondary data is obtained by looking at the data generated by other parties.

Key competence in communication is ability to listen and to invite people to talk. For that matter, facilitator needs to be able to develop trusts and confidence of the parties in the management units. Competencies in developing trusts and confidence can be developed through development of listening skills and asking the right questions. To listens well one need to avoid being judgmental, presumptuous, and bringing own agenda. A good facilitator will listen to whatever the parties want to say without losing focus. If facilitator needs to direct the processes, he/she shall do it subtly and is done so by asking directive

Scope of training materials

The training will emphasize on the introduction of the type of data collection methods and techniques, and introduction on the skills required to undertake such tasks.

6. Development of follow up plan or Correction Action Request (CAR) in the internal monitoring

Key definitions

Follow up plans or correction action requests are action plans that need to be developed and undertaken upon the findings of the monitoring and evaluation. Once the monitoring and evaluation identified the gap between the expected achievement and performance as stated in the benchmarks or milestones and the actual performance/achievement the action plan could be developed. If there are lacking of performance, plans to catch up shall be developed. Shall there are achievement beyond the expectations the efforts to maintain it and adjust the next milestones need to be done. In both cases, the facilitator shall lead the parties to identify the contributing factors toward the successes/failures.

The steps to develop follow up plans or CAR are

- a. reintroducing the ultimate goals
- b. reintroducing the benchmark to be achieved with the indicators for each party
- c. allowing self assessment of each party based on the agreed indicators
- d. introducing other methods of crosschecking and validating the self assessment
- e. allowing each party to reflect on the result of crosschecking and validation
- f. solicits suggestions from respective parties on how they could improve performance
- g. rechecking the next milestones

After all the steps are completed there should be numerous action plans from various parties in the management units. The facilitator then helps prioritizing them. The parties shall determine which actions are prior to the others. The final action plan or CAR shall be incorporated to the next forest management unit working plan.

7. Development of post training action to develop internal monitoring system in each forest management unit

Key definitions

This is part of the training is basically to allow participants to present their plan in institutionalizing the result of training into their respective organizations procedures and institutions. The presentation requires participants to set target, parties in charge, and plan to implement the result of the training. Such plan will help the participants to set the outcome and develop roadmap of their own.

The above training materials will be deliberated in the training design described below. The session plan consist the specific objective of the training session, session plan, tools equipment, materials and time needed. The deliberation of the training design is aimed to provide guidance on how the learning processes should be guided. However the details of the reading materials, tools, and other learning aids will be attached as annexes.

Training Design:

1. Introduction to Monitoring and Evaluation

- a. Specific Objectives

Upon the completion of the training participants will

- Understand basic concepts and theories of monitoring and evaluation
- Understand types of monitoring and evaluation and its appropriateness to the management units' conditions
- Be encouraged to implement monitoring and evaluation in their respective organizations.

- b. Session Plan

The session will discuss the basic theories of monitoring and evaluation, why monitoring and evaluation is needed, how to do it, who should be in charge, and indication of successful monitoring and evaluation. In this session, participants will learn the steps needed to undertake successful monitoring and evaluation, as well as difference of output evaluation, outcome evaluation and impact evaluation. The session will introduce criteria of good indicators (Simple, Measurable, Attainable, Reliable and Time bound). This session will employ brain storming, case studies, and presentations. The emphasis will be on brain storming and case studies.

- c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials

2. Techniques on monitoring and evaluation

a. Specific Objectives

Upon the completion of the training participants will

- be able to identify techniques and methods in monitoring and evaluation for their respective management units.
- be able to identify the most appropriate techniques and methods on monitoring and evaluation

b. Session Plan

Techniques and methods of monitoring and evaluation to be introduced are: (a) self reporting/log book, (b) internal auditing and (c) Participatory appraisal. Each participant will identify the circumstantial conditions to identify the appropriateness of each technique to the respective management units.

The method of delivery in the session will be case studies, lecture, brainstorming and practices.

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials, form of company assessment.

d. Time

3 session hours

3. Participatory Appraisal (PA)

a. Specific Objectives

Upon the completion of the training participants will

- Understand method in participatory appraisal
- Be able to implement participatory appraisal in simulation setting

b. Session Plan

This part of the training will introduce participatory appraisal. The session will also discuss the difference of PA with other techniques and how to best get best benefits of PA. The steps to undertake PA to be introduced in this session are

- Setting up benchmarks
- Communication (data collection and feedback)
- Development of follow up plan or correction action request

The method will be emphasized on simulation, preceded by lectures, brainstorming and practices.

c. Tools, Equipment and Materials

Flip chart, power point presentation, reading materials

d. Time

4 session hours

4. Benchmark setting

a. Specific Objectives

Upon the completion of the training participants will

- Understand how to set up benchmarks based on the criteria and indicators of SFM and legal requirements for internal monitoring purposes
- Be able to set benchmark that relevant to the conditions of each FMU
- Be able to communicate the benchmark to all relevant parties

b. Session Plan

This session will discuss one of the key components of PA, i.e. setting up benchmarks. In the sessions participants will learn how to break down criteria and indicators of SFM into several achievement indicators of each part of the FMU. The achievement indicators must be SMART, and with clear identification of responsible parties.

Method of the deliberation will be lecture, questions and answer, brainstorming and simulations.

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials, form of company assessment.

d. Time

3 session hours

5. Communication (Data collection and feedback)

a. Specific Objectives

Upon the completion of the training participants will

- Understand various ways of collecting data and gaining feedback
- Understand how to extrapolate, confirm and assess data
- Be able to identify the best way of collecting data and gaining feedback for each FMU

Data collection and feedback solicitation will be done by secondary data collection, hard primary data collection (from self reporting, direct data collection) and soft primary data collection through interview, focus group discussions, and inference. The sessions also introduce ways of cross checking, confirmation and intra/ extrapolation of data.

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials, form of company assessment.

d. Time

4 session hours

6. Development of follow up plans or correction action request (CAR) for Monitoring and Evaluation

a. Specific Objectives

Upon the completion of the training participants will

- Understand good follow up plan or correction action request
- Understand steps and methods in development of follow up plan
- Be able to develop follow up plan/CAR in simulation setting

b. Session Plan

The session introduces methods and steps to develop follow up plan or correction action request for monitoring and evaluation. After the milestones or benchmarks were set, and data on performance were gathered, actions plan were needed to fill the gap and to meet the next benchmarks. The action plans will take into considerations the obstacles and supporting factors for the past performance, and potential stumbling blocks.

Methods : lecture/presentations, cases, simulation and discussion

c. Tools, Equipment and Materials

Cases, flip chart, power point presentation, reading materials, forms for practices,

d. Time

2 session hours

7. Development of working plan or institutionalization plan

a. Session Plan

This closing session will allow participants to formulate their learned lessons into their companies working plan. The work plan will be the guidelines, with milestones in it, for the management to set up and implement internal monitoring system by using participatory appraisal. Management units will be much benefited by this method as it provide clear and tangible measurable outcome of the training.

The method is by management unit presentation and suggestion from the rest of the groups.

b. Time

2 session hours

Evaluation Tool:

Tool for evaluate the performance of participants are

1. end session presentation of work plan
2. performance during exercises and practices
3. Quizzes

ANNEX 1
SCHEDULE TRAINING
INTERNAL MONITORING PERFORMANCE GUIDELINE

AGENDA KEGIATAN

PELATIHAN INTERNAL MONITORING PERFORMANCE GUIDELINE

Waktu	Materi
Hari Pertama	
08.00 – 09.30	Ice breaking
09.30 – 09.45	Coffee break
09.45 – 11.15	Kecerdasan Spiritual
11.15 – 12.00	Kebijakan Pengelolaan Hutan Lestari
12.00 – 13.00	Istirahat
13.00 – 13.45	(Lanjutan) Kebijakan Pengelolaan Hutan Lestari
13.45 – 16.00	Pengelolaan Hutan Produksi Lestari
16.00 – 16.15	Coffee break
16.15 – 17.45	Penilaian Kinerja Pengelolaan Hutan Lestari
17.45 – 19.30	Istirahat
19.30 – 21.00	(Lanjutan) Penilaian Kinerja Pengelolaan Hutan Lestari
Hari Kedua	
08.00 – 09.30	Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Kepastian Pengelolaan Hutan Jangka Panjang
09.30 – 09.45	Coffee break
09.45 – 11.15	(Lanjutan) Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Kepastian Pengelolaan Hutan Jangka Panjang
11.15 – 12.00	Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Pengelolaan Hutan Aspek Produksi
12.00 – 13.00	Istirahat
13.00 – 14.30	(Lanjutan) Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Pengelolaan Hutan Aspek Produksi
14.30 – 16.00	Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Pengelolaan Hutan Aspek Ekologi/Lingkungan
16.00 – 16.15	Coffee break
17.00 – 17.45	(Lanjutan) Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Pengelolaan Hutan Aspek Ekologi/ Lingkungan
17.45 – 19.15	Istirahat
19.15 – 21.30	Standar PHL sebagai Acuan Perumusan Rancangan Monitoring Internal : Pengelolaan Hutan Aspek Sosial dan Aspek Kesehatan Perusahaan
Hari Ketiga	
08.00 – 09.30	Manfaat (Insentif) Penerapan IMPG bagi Unit Manajemen
09.30 – 09.45	Coffee break
09.45 – 10.30	(Lanjutan) Manfaat (Insentif) Penerapan IMPG bagi Unit Manajemen

12.00 – 13.00	Istirahat
13.00 – 14.30	(Lanjutan) Teknik-Teknik Monitoring dan Evaluasi
14.30 – 16.00	Participatory Appraisal (PA)
16.00 – 16.15	Coffee break
16.15 – 17.45	(Lanjutan) Participatory Appraisal (PA)
17.45 – 19.15	Istirahat
19.15 – 21.30	Penetapan Benchmark
Hari Keempat	
08.00 – 09.30	Pengumpulan Data
09.30 – 09.45	Coffee break
09.45 – 11.15	(Lanjutan) Pengumpulan Data
11.15 – 12.00	Perencanaan Kerja dan Pengorganisasian Tim Lapangan
12.00 – 13.00	Istirahat
13.00 – 14.30	(Lanjutan) Perencanaan Kerja dan Pengorganisasian Tim Lapangan
14.30 –	Istirahat
Hari Kelima	
07.00 – 17.30	Praktek Lapangan
17.30 – 19.30	Istirahat
19.30 –	Penyusunan Laporan
Hari Keenam	
..... – 12.00	(Lanjutan) Penyusunan Laporan
12.00 – 13.00	Istirahat
13.00 – 17.30	Presentasi
17.30 – 19.30	Istirahat
19.30 – 21.00	Penyusunan Rencana Tindak Lanjut (RTL) Untuk Monev
Hari Ketujuh	
08.00 – 12.00	(Lanjutan) Penyusunan Rencana Tindak Lanjut (RTL) Untuk Monev

ANNEX 2

SYLABUS TRAINING

INTERNAL MONITORING PERFORMANCE GUIDELINE

**SILABUS RANCANGAN MATERI PELATIHAN
PANDUAN MONITORING INTERNAL KINERJA (INTERNAL MONITORING PERFORMANCE GUIDELINE)**

No	Mata Ajaran	JPL	Tujuan Instruksional Khusus	Pokok Bahasan	Alat bantu Metode
1	Perkenalan (Ice Breaking)	2	Setelah mengikuti MA ini peserta dapat: a. Saling mengenal satu sama lain dan berkomunikasi secara lancar (antar peserta, pengajar dan panitia) b. Memiliki semangat, motivasi dan berpartisipasi aktif dalam berlatih dan bekerja	a. Perkenalan, ice breaking, pembentukan tim kerja b. Peningkatan semangat dan motivasi berlatih dan bekerja	a. LCD proyektor, laptop, white board, flipchart, kertas plano, metaplan, gift, spidol, bola, tape b. Dinamika kelompok, permainan, diskusi dipandu fasilitator
2	Kecerdasan Spiritual	2	Setelah mengikuti MA ini peserta dapat: a. Merefleksikan dirinya sendiri b. Memahami arti manusia multidimensial c. Menjelaskan tentang tingkatan kecerdasan spiritual religius	a. Refleksi diri b. Manusia multidimensial c. Tingkatan kecerdasan spiritual religius	a. LCD proyektor, laptop, white board, flipchart b. Ceramah, diskusi, permainan dipandu fasilitator
3	Kebijakan Pengelolaan Hutan Lestari	2	Setelah mengikuti MA ini peserta dapat memahami: a. Isu internasional tentang PHL b. Landasan kebijakan PHL di Indonesia c. Implikasi kebijakan kehutanan pada sektor kehutanan di level nasional maupun Unit manajemen	a. Driving factors SFM secara global b. Perkembangan kebijakan kehutanan Indonesia c. Perkembangan pengelolaan hutan Indonesia	a. LCD proyektor, laptop, white board, flipchart, kertas plano b. Ceramah, Diskusi dipandu fasilitator
4	Pengelolaan Hutan Produksi Lestari	3	Setelah mengikuti MA ini peserta dapat memahami: a. Kerangka pikir (Logical framework) PHL b. PHL dalam konteks pembangunan berkelanjutan c. PHL sebagai strategi bisnis kehutanan jangka panjang	a. Keterkaitan masing-masing fungsi hutan b. Prinsip kelestarian fungsi produksi hutan c. Prinsip kelestarian fungsi ekologis hutan d. Prinsip kelestarian fungsi sosial hutan e. Karakteristik lokal di tempat bekerja peserta	a. LCD proyektor, laptop, white board, flipchart, kertas plano b. Ceramah, Diskusi dipandu fasilitator
5	Penilaian Kinerja Pengelolaan Hutan Lestari	4	Setelah mengikuti MA ini peserta dapat memahami: a. Tujuan dan manfaat penilaian kinerja b. Sistem penilaian kinerja PHL c. Konsep tipologi UMH d. Analisis tipologi UMH	a. Komponen sistem penilaian kinerja (standar, prosedur, pengambilan keputusan) b. Konsep tipologi c. Larifan perumusan tipologi UMH d. Tujuan dan manfaat penilaian kinerja	a. LCD proyektor, laptop, white board, flipchart b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok

No	Mata Ajaran	JPL	Tujuan Instruksional Khusus	Pokok Bahasan	Alat bantu Metode
6	Standar PHL Sebagai Acuan Perumusan Rancangan Monitoring Internal:		Setelah mengikuti MA ini peserta dapat memahami: a. Transformasi indikator-verifier standar ke dalam program kerja UM b. Menentukan ukuran-ukuran pencapaian (volume, lokasi, waktu) yang rasional c. Merancang sistem monitoring internal d. Mengidentifikasi kesenjangan antara standar pencapaian dengan realisasi lapangan; untuk semua aspek-aspek di bawah ini: a. Landasan legal UM dan pemenuhan kewajiban untuk mendukung hak UM b. Rencana pengelolaan hutan jangka panjang c. Alokasi kawasan untuk fungsi produksi, ekologis dan sosial		a. LCD proyektor, laptop white board, flipchart kertas plano b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok
	A. Kepastian Pengelolaan Hutan Jangka Panjang	4		a. Dokumen-dokumen legalitas UM yang menunjukkan hak operasional b. Pemenuhan kewajiban-kewajiban UM terkait ijin operasional UM c. Penataan batas (realisasi, proses, dokumentasi) d. Teori dan latihan Landscaping (untuk fungsi produksi, ekologis, sosial) e. Proses dan dokumentasi penyusunan RKU/RKL/RKT (data dasar, pertimbangan potensi, lingkungan dan sosial) f. Sharing informasi (pembahasan kasus) di tempat peserta bekerja	a. LCD proyektor, laptop white board, flipchart kertas plano b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok
	B. Pengelolaan Hutan Aspek Produksi	3	a. Keterkaitan antar komponen dalam subsistem pengelolaan hutan aspek produksi (input, sarana, proses, output, kontrol) b. Pemanenan efisien dan ramah lingkungan c. Kepentingan sistem penelusuran kayu d. Pembinaan hutan sebagai reinvestasi	a. Regulasi spesifik tentang pengelolaan hutan pada aspek produksi b. Pemenuhan input produksi dan sarana c. Prosedur dan mekanisme kerja pada aspek produksi d. RIL e. Sistem lacak balak f. Evaluasi efektifitas prosedur kerja aspek produksi g. sharing informasi kondisi spesifik di lokasi tempat bekerja peserta	a. LCD proyektor, laptop white board, flipchart kertas plano b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok
	C. Pengelolaan Hutan Aspek Ekologi/ Lingkungan	3	a. Keterkaitan antar komponen dalam subsistem pengelolaan hutan aspek ekologi (input, sarana, proses, output, kontrol) b. Penyusunan prosedur-prosedur aspek ekologi c. Penerapan dan dokumentasi atas tindakan-tindakan pencegahan dan penangana dampak lingkungan d. Mitigasi dampak lingkungan	a. Regulasi spesifik tentang pengelolaan hutan pada aspek ekologi b. Pemenuhan input pengelolaan aspek ekologi (sumberdaya dan sarana) c. Prosedur dan mekanisme kerja pada aspek ekologi d. Identifikasi dan dokumentasi dampak serta tindakan yang dilakukan e. Pendayagunaan Laporan RKL dan RPL f. Evaluasi efektifitas prosedur kerja aspek ekologi g. sharing informasi kondisi spesifik di lokasi tempat bekerja peserta	a. LCD proyektor, laptop white board, flipchart kertas plano b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok

No	Mata Ajaran	JPL	Tujuan Instruksional Khusus	Pokok Bahasan	Alat bantu Metode
	D. Pengelolaan Hutan Aspek Sosial dan Aspek Kesehatan Perusahaan	3	<p>a. Keterkaitan antar komponen dalam subsistem pengelolaan hutan aspek sosial (input, sarana, proses, output, kontrol)</p> <p>b. Penyusunan prosedur-prosedur aspek sosial</p> <p>c. Pertimbangan aspek sosial dan prosedur yang perlu ditempuh untuk mewujudkan kelestarian fungsi sosial</p> <p>d. Indikator aspek kesehatan perusahaan</p>	<p>a. Regulasi spesifik tentang pengelolaan hutan pada aspek sosial</p> <p>b. Pemenuhan input pengelolaan aspek sosial (sumberdaya dan sarana)</p> <p>c. Informasi sosial masyarakat yang perlu dikumpulkan</p> <p>d. Prosedur dan mekanisme kerja pada aspek sosial</p> <p>e. Evaluasi efektivitas prosedur kerja aspek sosial</p> <p>f. Indikator-indikator aspek kesehatan perusahaan dan penilaitannya</p> <p>g. sharing informasi kondisi spesifik di lokasi tempat bekerja peserta</p>	<p>a. LCD proyektor, laptop, white board, flipchart, kertas plano</p> <p>b. Ceramah, Diskusi dipandu fasilitator, latihan kelompok</p>
7	Manfaat (Insentif) penerapan IMPG bagi unit manajemen	3	<p>Setelah mengikuti MA ini peserta dapat memahami:</p> <p>a. Insentif yang diberikan oleh pemerintah bagi unit manajemen yang pengelolannya baik</p> <p>b. Disinsentif yang diberikan oleh pemerintah bagi unit manajemen yang pengelolannya buruk</p> <p>c. Benefit yang akan diperoleh bagi unit manajemen yang telah memiliki sertifikat Ekolabel, ataupun mengikuti sertifikasi bertahap (didalamnya termasuk legalitas)</p>	<p>a. Pengenalan insentif, disinsentif dan benefit</p> <p>b. Insentif pemerintah bagi unit manajemen yang melakukan pengelolaan hutan dengan baik</p> <p>c. Disinsentif pemerintah bagi unit manajemen yang tidak melakukan pengelolaan hutan dengan baik</p> <p>d. Benefit bagi unit manajemen yang telah mendapatkan sertifikat ataupun mengikuti sertifikasi bertahap</p>	<p>a. LCD proyektor, laptop, white board, flipchart, kertas plano</p> <p>b. Ceramah, Diskusi dipandu fasilitator</p>
8	Teknik-Teknik Monitoring dan Evaluasi	4	<p>Setelah mengikuti MA ini peserta akan:</p> <p>a. mengenal konsep dasar money dari yang informal hingga yang formal</p> <p>b. mengetahui bentuk-bentuk money yang sesuai dengan kondisi tempat kerja peserta</p> <p>c. terdorong utk menerapkan money dalam organisasinya</p> <p>d. mengenal teknik-teknik dalam melakukan money yang relevan untuk organisasi bisnis</p> <p>e. mampu menentukan teknik yang paling sesuai untuk organisasi masing-masing</p>	<p>a. Pengantar monitoring dan evaluasi</p> <p>b. Tahapan monitoring dan evaluasi dan hasil-hasil money yang meliputi output evaluation, outcome evaluation and impact evaluation.</p> <p>c. Kriteria indikator (SMART indicator) yang baik dalam money untuk berbagai tingkat pencapaian</p> <p>d. Pengenalan berbagai teknik money, antara lain adalah : self reporting /log book, internal auditing, participatory appraisal</p>	<p>a. LCD proyektor, laptop, white board, flipchart, kertas plano</p> <p>b. Brainstorming, telaah kasus dan presentasi</p>
9	Participatory Appraisal (PA)	4	<p>Setelah mengikuti MA ini peserta dapat :</p> <p>a. memahami metode-metode participatory appraisal</p> <p>b. melaksanakan participatory appraisal dalam setting simulasi</p>	<p>a. Aspek-aspek dalam participatory appraisal (PA)</p> <p>b. Perbedaan PA dengan bentuk-bentuk appraisal yang lain</p> <p>c. Tahap-tahap yang harus dilakukan untuk melakukan participatory appraisal yang baik.</p>	<p>a. LCD proyektor, laptop, white board, flipchart, kertas plano</p> <p>b. Kuliah, brainstorming, dan simulasi</p>

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10	Penetapan Benchmark	3	Setelah mengikuti MA ini peserta dapat : a. mengetahui proses penetapan benchmark atau nilai acuan untuk keperluan monitoring internal b. menetapkan benchmark yang relevan dengan kondisi tempat kerjanya dalam proses PA c. mengkomunikasikan benchmark itu secara baik kepada semua pihak yang relevan	a. Penetapan benchmark b. Teknik atau cara untuk mengubah kriteria indikator ideal dalam tahapan-tahapan pencapaian yang akan menjadi patok ukur (milestone) kinerja semua pihak yang terkait, dengan menggunakan rumus SMART	a. LCD proyektor, laptop white board, flipchar kertas plano b. Diskusi, praktikum dan presentasi
11	Pengumpulan Data	4	Setelah mengikuti MA ini peserta akan : a. mengetahui berbagai ragam cara pengumpulan data b. mengetahui cara melakukan ekstrapolasi, intrapolasi, konfirmasi dan penafsiran data c. dapat menentukan cara pengumpulan data yang paling sesuai dengan kondisi organisasi dan tahap-tahap yang pekerjaan	a. Cara melakukan pengambilan data sekunder b. Cara pengambilan data keras primer c. Cara pengambilan data primer lunak (wawancara, FGD, inferensi) d. Cara-cara melakukan cross check, konfirmasi, inter/ekstrapolasi data serta penafsiran bila diperlukan	a. LCD proyektor, laptop white board, flipchar kertas plano b. Diskusi, praktikum dan presentasi
12	Perencanaan Kerja dan Pengorganisasian Tim Lapangan	3	Setelah mengikuti MA ini peserta dapat : a. membuat perencanaan yang baik untuk penilaian lapangan b. melakukan pengorganisasian tim untuk kegiatan penilaian lapangan	a. Perencanaan kerja b. Organisasi Tim c. Organisasi Data	a. LCD proyektor, laptop white board, flipchar kertas plano b. Diskusi, praktikum dan presentasi
13	Praktek Lapangan	8	Setelah mengikuti MA ini peserta dapat: a. mengumpulkan data lapangan dengan cara observasi dan wawancara serta studi pustaka/informasi berdasar data sekunder b. menyusun kerangka laporan	a. Metoda sampling b. Metoda pengumpulan data c. Metoda analisis	a. Peta, alat ukur , laptop data sekunder, b. Praktek Lapangan
14	Penyusunan Laporan	6	Setelah mengikuti MA ini peserta dapat: a. menyusun tipologi unit manajemen b. menggunakan metoda penilaian kinerja PHPL c. melaksanakan penilaian d. menyusun laporan sesuai dengan pedoman yang ditetapkan oleh sistem dan pedoman penilaian kinerja PHPL	a. Tahapan proses seertififikasi PHPL b. Pedoman pelaksanaan penilaian lapangan sertifikasi PHPL c. Acuan untuk melaksanakan penilaian d. Pedoman penulisan laporan hasil penilaian e. Acuan yang digunakan untuk menyusun laporan	a. LCD proyektor, laptop white board, flipchar kertas plano b. Diskusi, praktikum dan penyusunan laporan
15	Presentasi	4	Setelah mengikuti MA ini peserta dapat menyampaikan/ mempresentasikan hasil penilaian lapangan secara argumentatif	a. Presentasi dan Tanya Jawab b. Shared Learning	a. LCD proyektor, laptop white board, flipchar kertas plano b. Presentasi dan diskusi
16	Penyusunan Rencana Tindak Lanjut (RTL) untuk Money	5	Setelah mengikuti sesi ini peserta akan : a. mengetahui cara-cara menyusun RTL berdasar gap analisis dari hasil PA dan tujuan yang ditetapkan dalam kriteria dan indikator ideal b. dapat melakukan penyusunan RTL dalam setting simulasi dan implementasi	a. Penyusunan gap analisis b. Penyusunan rencana tindak lanjut (RTL) dengan memperhatikan capaian sebelumnya, kendala dan pendukung pencapaian/kegagalan, patok ukur berikutnya, dan kondisi sumber daya lain yang menjadi pendukung (faktor asumsi)	a. LCD proyektor, laptop white board, flipchar kertas plano b. Diskusi, praktikum dan presentasi

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