Training Report
Participatory Management of Protected Area
24 March - 3 April 1999, Ream National Park Head Quarter

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1. INTRODUCTION
Rapid expansion of interest in Participatory Management of Protected Areas in Cambodia has generated sustainable and increase demand for appropriate training especially for Ranger, relevant institution, Non Government Organization and local communities at the field level.

The Department of Nature Conservation and Protection (DNCP), Ministry of Environment is the institution that in-charge of the Protected Areas in Cambodia. In order to Protection and Management Sustainable Natural Resources in Cambodia, this Department has effort to provided technical supports, facilitated with relevant institution, Non Government Organization International Organization and Local Communities. On the order hand, the Regional Community Forestry Training Center (RECOFTC) has provided technical support to the DNCP. Recently, RECOFTC has provided fund to run in country training course on Participatory Management of Protected Areas to get to all level. The training was held at Ream National Park Head quarter.

2. OBJECTIVES:

The Course was designed in the objective:

- To improve the capacity building of the Rangers and relevant institutions
- To understand the main concepts and approaches related to participatory Management of Protected Areas
- To select and apply some appropriate RRA and PRA methods and tools for practical data collections and analysis
- To organize the participatory management of Protected Areas Plan and
- To facilitate with relevant institutions, Non Government organization and local communities related to Protected Areas Management.

3. PARTICIPANTS:

The basis for the selection of the Participants based on the outcome of Training Need Assessment. The participants were from 8 Ream National Park, 3 Bokor National Park, 4 Kirirom National Park, 2 Snoul Wildlife Sanctuary, 1 relevant institution and 4 local communities. There were a total of 22 Participants that 3 were women. Most of the participants were directly involved in Protected Areas Management. (See Appendix I)

4. COURSE DESIGN:

The training program was design from the outcome of the training need assessment with relevant institution, Park Ranger and local communities. This training course was designed in the ways that enabled participants to understand step by step the basic concept of Participatory Management of Protected Areas, PRA and RRA tools and technique. The training team used participatory training technique to enable participants to exchanged ideas and experience, reflect on what they learned from the class and field practice. The participatory learning approach encourages share, decision making, confident building, lecture, case study, group discussion, role play and group presentation.

This course consist of 2 phase, the first phase focus on general concept of participatory management of protected areas, general concept on buffer zone, participatory tool and technique. The second phase focus on filed practice used participatory tool and technique, data collection and analysis and filed reflection on these experience.

5. MAIN TOPICS:

- Tool and Technique use in PRA
- General Concept of Protected Areas
- What is Participation
- Community Diversity
- General Concepts of Buffer Zone
6. COURSE IMPLEMENTATION:

The training course was held on 24 March-3 April 1999 at Ream National Park head quarter, Sihanouk Ville, there were 22 participants.

The opening course was held on 24 March 1999. Mr. Chay Samith, Director of the Department of Nature Conservation and Protection, Ministry of Environment was presided over the opening session. The closing ceremony also presided by Mr. Chay Samith on 3 April 1999.

This course was run in Khmer Language. There were 5 Cambodia trainer, one was resources persons from Community Forestry and Buffer Zone Management Office, and 4 were training team.

After the opening, the course was carried out following the schedule designed in the training need assessment. (see appendix II)

Definition of Protected Areas:

To initiated this session the facilitator allow participants to explore their own understanding on “What Protected Areas are” and explore them to the verity of ideas and understanding about Protected Areas among the group.

At the end of session, facilitator presented 3 different definitions of Protected Areas, by giving the opportunity for participants to selected one among three definition that they understood. After the discussion, the consensus of definition of Protected Areas was adopted by participants.

What is Participation?

For this session, the course run to explore issue related to participation. Each participants discussed and thought what were attributes for good participation with local communities. and integrated in small group. Then the course provided a lectured and discuss on the continuum of participation in Protected Areas Management. Group discussion on the case study of level of participation was conducted based on prepared questionnaire. They discussed and analyzed on level of participation, advantaged/disadvantaged. At the end of this session, participants felt that their understanding related to advantage of participation had improved.

Community Diversity:

This session focused on understanding key issues and difference in working local communities people. At the start of this session, the facilitator allowed participant to explore their own ideas of what communities are. After that the facilitator provided a lecture to emphasize that communities are not a difference group and individual with different interest in relation to a Protected Areas. After that participants were divided in to small group worked to put together a puzzle in which they noted different factor within a community that may impact on the way natural resources used.

Stakeholder Analysis:

At the start of this session,
In order to understand the concept of collaborative management, many factors related to collaborative management were discussed. This issues related to this approach to protected areas were identified and discussed through a continuum of co-management that described different models. The 2 case studies were presented, and at the end of session participants discussed and focus on their own situation and identify problems and opportunities for co-management.

Conflict and conflict resolution:

At the start of this session participants were divided in to three groups, carry out conflicting task. During doing conflict task, participants tried to solve this problem among each group. This task link to the conflict in conservation and Management of Natural resources. Then the facilitator gave a short presentation on conflict in Conservation and Management in Protected Areas. It was very importance that this session carried out conflict Management. At the end, participants felt that they learned a lot from conflict resolution in Protected Areas.

Field Exercise:

Facilitator explained the objective of the field exercise. Participants were divided in to 3 group, each group used learned participatory tools and techniques during 2 days of filed exercise with local communities. The three village within one commune are located near by Ream National Park were select.

Returning from the field, the participants found the appropriated and weak point on how to use participatory tools and techniques.

7. COURSE MONITORING AND EVALUATION:

The training modeled participatory Monitoring and Evaluation. Daily monitoring in the form of anonymous feedback session at end of the day, provided participants will opportunities to influence the content and techniques. Every morning facilitator summarized the result of feedback and report to the participants. Depending on the result of the feedback discussion were generated, clarification were made. From day to day participants felt that participatory monitoring and evaluation were useful for them.

At the end of the course, participants were asked to fill in a written on evaluation sheet. (see attach appendix 3)

8. CONCLUSION AND RECOMMENDATION:

- Course effective to deliver in Khmere language. The advantages are that comprehension and the pace of the course are good, the discussion is more animated and the work on the field trip and case studies are much more effective.
- 90% of participants was evaluated all topics are very useful.
- 60% of participants wanted to has training course on conflict resolution and General concept of Buffer Zone Management.
- Course is effective with 2 weeks period including field trip, case studies and working group assignment and presentations.
- 90% of participants was highly evaluated the course are excellent and well designed.
- 30% of participants suggested to have more field trip studies
- 5% of participants evaluated the course was fast lectured by some of the trainer.
- 60% of participants intended to have a follow-up training course on Protected Areas.
- Most of participants was evaluated the training material are excellent, but they suggested for the next course should have bag and suitable room.

9. TRAINING HIGHLIGHT AND CONSTRAIN:

Field exercise:

The process of doing the field exercise was good but we good less participation from local communities, the reason was because the local people unhappily with the presence of park staff in their villages.

We found out that the biggest problem there is the land tenure. It has a big conflict on the land tenure when people organized that the area that they are living is the protected areas they fell that their land will be lost in the future.
The outcome of the filed trip that participants reaction are: they learned how to make contact with people in the village, to share information on participatory management of Protected Areas, got more idea and knowledge from local people, can practice and apply the tool and techniques in real situation, got more experience.

**Approach and Method:**

Although the course was successful. This approach and method were new to most of participants, but they were very much appreciated. Some reaction from the final evaluation are: very important to share our ideas and experience, It was very happy, showed there are many different ways to teach and to learned, especially warming-up game at the beginning of the day.

**Participants:**

Most of participants from National Park, had experience in more top-down approach, but they did not have experience about participatory approach. The knowledge of participants are not equal.

**Session plan and material:**

Time constrain affected for training preparation and development. Some session plan and material will be review for the next course. The training material are very useful to participants when they returned back to their own organization.