FOREST AND FORESTRY

School Teacher’s Manual

Summary
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This School Teacher’s Manual is an output of the educational component of the Russia Country Workplan to implement the FLEG II Program (the European Neighbourhood and Partnership Instrument East Countries Forest Law Enforcement and Governance II Program). The educational component was included in the Country Workplan in view of a high priority attached to human resource capacity building to address strategic issues of the forest sector development in Russia in the context of intensification of forest use, protection and renewal.

The Teacher’s Manual is designated to guide practical training of school children to supply them with knowledge and skills, including training activities in forest sites under the leadership of teachers and, as appropriate, with involvement of specialists from forest district administrations or other forest organizations. The Manual consists of 8 modules.

The Manual is intended for use by general school teachers, trainers of school-based forest management units, forest colleges as well as for all those who are keen to learn more about forests and forestry.
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Introduction

This School Teacher’s Manual is an output of the educational component of the Russia Country Workplan to implement the FLEG II Program (the European Neighbourhood and Partnership Instrument East Countries Forest Law Enforcement and Governance II Program).

The educational component was included in the Country Workplan in view of a high priority attached to human resource capacity building to address strategic issues of the forest sector development in Russia in the context of intensification of forest use, protection and renewal.

Under phase I of the program, efforts to build up human resource capacity addressed the need to improve continued vocational education in forestry through delivering professional development programs for managers and specialists of both forest authorities and timber industries which could cover many people within relatively short periods of time.

It was decided to improve continued vocational education and training through introducing modular (network-based) training arrangements enabling to produce curricula and programs to be updated on an ongoing basis to accommodate improvements in the forest legislation.

Based on the modular approach, the first edition of the textbook/training manual titled *Improving Forest Law Enforcement and Forest Management in the Russian Federation* was published in 2011 to be used for continued vocational education in forestry. It included 6 training modules, designed to provide knowledge about administrative and operational forest management needed for efficient decision-making at the federal and regional level.

Forestry higher schools found the textbook highly praiseworthy; and its training modules were recommended by the Academic Resource Association of Forestry Education for use as textbooks for students of higher schools, studying under a broad range of programs, included in Group 250000: Renewal and Processing of Forest Resources.

The second (updated) edition of the textbook was published in 2015 to reflect the changes in the regulatory and legal frameworks for recording of timber and its related transactions, and for organization and execution of forest oversight.

The 2015 version of the textbook is structured as follows:

1. Legal, regulatory and institutional frameworks for prevention of illegal logging and trade in illegally harvested timber.
2. Organization and execution of federal forest oversight.
3. Scaling and recording of harvested timber.
4. Forest certification and independent verification of forest product legality as market incentives to legal forest uses.
5. Engagement with civil society to improve forest law enforcement.
6. Corruption risks arising from the forest legislation: economic, environmental and social implications.

The Academic Resource Association of Forestry Education had recommended using the textbook under Bachelor’s and Master’s Degree programs; however, its modules failed to supply graduates from higher vocational schools with all knowledge and skills needed for sustainable forest management and intensive forestry development practices.
An assessment of human resource capacity of regional forest authorities revealed the need to enhance vocational training for graduates of Bachelor’s and Master’s Degree forestry programs.

This task defined the contents of the textbook for higher vocational education institutions prepared by consultants to the World Bank with advisory inputs from higher forest education providers, practitioners and employers in the forest sector.

Another textbook, published in 2015, is *Law Enforcement and Governance in Forest Use, Protection and Renewal*. It consists of 4 modules:

- Module 1: Governance and law enforcement in forest use.
- Module 2: Governance and law enforcement in forest pest management.
- Module 3: Governance and law enforcement in forest fire management.
- Module 4: Governance and law enforcement in forest renewal.

Each module includes the following elements:

- Laws and regulations, governing the administrative activities as identified in the title of the modules.
- Set of administrative actions, enabling to make managerial decisions.
- Procedures for managerial decision-making with evaluation of economic, social and environmental performance.

Practical experience shows that successful delivery of the training modules depends on skills of trainers, availability of teaching and learning literature, and previous exposure of young people (students) to career guidance.

It is an axiom for any education that a prerequisite of successful training is meaningful and informed career choice by trainees supported with appropriate knowledge and skills.

Such a ‘kit’ of knowledge and skills is supplied through a set of activities classified as career guidance for school-leavers which should ultimately result into their selection of future occupations.

One of the most widely spread career guidance practices, targeting for school children, is extracurricular training programs in general schools. As regard career guidance towards forest-related occupations, such extracurricular training is delivered through school-based forest management units established jointly by forestry authorities (forest district administrations) and general schools.

The long experience of such school-based forest management units shows that the most common way to convey knowledge about the forest and forest operations is direct engagement of school children in managerial and silvicultural activities in forest use, protection and renewal.

Such an approach underlies the structure and contents of this Teacher’s Manual.

This approach is new as it is not to be found in the existing literature for school teachers who are called to develop vocational knowledge and skills in ‘participants of school-based forest management units’.

The Teacher’s Manual has a focus on hands-on training to enable children to acquire knowledge and skills through training in forest sites under the leadership of their teachers and, as appropriate, specialists from forest districts and other forest organizations.

The Teacher’s Manual consists of 8 modules with 6 of them containing guidelines on how to deliver training in forest sites.
These 6 modules are:

- Trees as the fundamental element of the forest
- Forest as the realm of plants and wildlife
- Environmental and social forest services
- Reforestation and silvicultural treatments
- Forest fire management
- Forest pest management and sanitary safety in forests.

Structurally, the modules are uniform. The first part of each module provides information about the subject matter within the scope of knowledge needed for teachers to deliver practical training. The second part contains instructional guidance for teachers on how to deliver practical training in forest sites.

The authors of the training modules bear the responsibility of the adequacy of the provided information and instructions as well as for safety of learning environments in forest sites.

Module 1: Forest and Man is designed to demonstrate the relationship between Forest and Man, their mutual dependence; and this very aim defined the structure of the Manual and its focus on the acquisition of knowledge through practical engagement of children in administrative and operational activities in the forest.

Module 8 contains recommendations for school teachers and students on how to apply the knowledge obtained through training in the field for purposes of participation in various knowledge and skills excellence contests, in particular, in the Russian National Knowledge and Skills Excellence Contest of Young Foresters (Young Growth Contest).

Gained experience shows that participation of school students in such excellence competitions is an effective forest-related career guidance tool.

The Teacher’s Manual is meant not only for general school teachers, but also for managers and specialists of various organizations, engaged in environmental education and awareness activities.

Materials of this Teacher’s Manual are expected to be also of interest for managers and specialists of public authorities of the forest sector (forest district administrations) and other forestry organizations which are keen to employ school children for seasonal operations related to forest protection and renewal (weeks of forest planting, cleaning of forest areas, etc.).

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About FLEG II (ENPI East) Program

The Forest Law Enforcement and Governance (FLEG) II European Neighbourhood and Partnership Instrument (ENPI) East Countries Program supports participating countries’ forest governance. At the regional level, the Program aims to implement the 2005 St. Petersburg FLEG Ministerial Declaration and support countries to commit to a time-bound action plan; at the national level the Program will review or revise forest sector policies and legal and administrative structures; and improve knowledge of and support for sustainable forest management and good forest governance in the participating countries, and at the sub-national (local) level the Program will test and demonstrate best practices for sustainable forest management and the feasibility of improved forest governance practices at the field-level on a pilot basis. Participating countries include Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia, and Ukraine. The Program is funded by the European Union.

http://www.enpi-fleg.org

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