การพัฒนารูปแบบการอนุรักษ์ป่าชุมชน

Development of Community Forest Conservation Model

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาเปรียบเทียบคะแนนเฉลี่ยของความรู้เรื่องการอนุรักษ์ป่าชุมชน เจตคติต่อการอนุรักษ์ป่าชุมชน การมีส่วนร่วมในการอนุรักษ์ป่าชุมชนและ จิตสาธารณะของการอนุรักษ์ป่าชุมชนของคณะกรรมการอาสาสมัครพิทักษ์ป่าโคกผักกูดระหว่างก่อนและหลังอบรม การวิจัยครั้งนี้เป็นการวิจัยเป็นการวิจัยกึ่งทดลองโดยใช้การประชุมเชิงปฏิบัติการอย่างมีส่วนร่วมแบบพาอิก ที่บูรณาการด้วยการวิจัยเชิงคุณภาพการอภิปรายกลุ่มย่อย การประเมิน 3 ด้าน และการประเมิน 4 ด้าน เพื่อประเมินการแสดงบทบาทสมมุติการเป็นวิทยากร เครื่องมือเป็นแบบสอบถาม และคู่มือการอนุรักษ์ป่าชุมชน กลุ่มตัวอย่างคือคณะกรรมการอาสาสมัครพิทักษ์ป่าโคกผักกูด จำนวน 32 คน ได้จากการสุ่มตัวอย่างแบบเฉพาะเจาะจงตามเกณฑ์ที่กำหนดคือการมีจิตสาธารณะและให้คำมั่นว่าจะมีส่วนร่วมตลอดกระบวนการวิจัย สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ Paired Sample t-test เพื่อเปรียบเทียบความรู้ก่อนและหลังการอบรม และ One Way ANOVA เพื่อเปรียบเทียบผลการประเมิน **3** ด้านและผลการประเมิน 4 ด้าน ผลการวิจัย พบว่า คะแนนเฉลี่ยของความรู้เรื่องการอนุรักษ์ป่าชุมชน เจตคติต่อการอนุรักษ์ป่าชุมชน การมีส่วนร่วมในการอนุรักษ์ป่าชุมชนและจิตสาธารณะของการอนุรักษ์ป่าชุมชนและผลสัมฤทธิ์การอบรมของคณะกรรมการอาสาสมัครพิทักษ์ป่าโคกผักกูด **หลัง**การอบรม มีคะแนนเฉลี่ยสูงกว่าก่อนการอบรม ซึ่งแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01, 0.01, 0.01, 0.01, และ 0.01 ตามลำดับ ระหว่างการอบรมมีการประเมิน 3 ด้านเพื่อประเมินการมีส่วนร่วมของผู้รับการฝึกอบรม พบว่า คะแนนเฉลี่ยการประเมินตนเอง การประเมินโดยเพื่อนและการประเมินโดยผู้อำนวยความสะดวก ในสถานการณ์อดีต ปัจจุบัน และอนาคต แตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01,0.01และ0.01 ตามลำดับ นอกจากนี้การประเมินการแสดงบทบาทสมมุติเป็นวิทยากรด้วยการประเมิน 4 ด้าน พบว่า คะแนนเฉลี่ย การประเมินตนเอง การประเมินโดยเพื่อนวิทยากร การประเมินโดยผู้ฟัง และการประเมินโดยวิทยากรผู้เชี่ยวชาญ แตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

คำสำคัญ: การพัฒนา, การอนุรักษ์ป่าไม้ชุมชน, ตัวแบบ

Abstract

The objective was to compare the mean scores between pretest and posttest of knowledge, attitude, participation, public mind inspiration of community forest conservation and training achievement, and model of community forest conservation was developed. The quasi-experimental research was conducted with 32 forest protected committees of KokPuk Good community forest at Nachuek Sub-district, Nachuek District, MahaSarakham

Province in Northeastern region of Thailand. Sample group was collected by purposive sampling technique based on criteria of public mind and commitment to participate throughout process. Participation-Appreciation-Influence-Control (PAIC) was used for training process. Three Dimensional Evaluations were employed for determination the participation and Four Dimensional Evaluations were used for trainer role play evaluation. One-way ANOVA was used to investigate the mean scores difference of three and four groups. Results of PAIC process implemented, the findings revealed the mean scores of posttest of knowledge, attitude, participation, public mind inspiration of community forest conservation and training achievement were higher than pretest with statistical significance ($p < 0.01$ for all aspects). The results in past, present and future situations revealed that mean scores were different with statistical significance ($p < 0.01$, $p < 0.01$, and $p < 0.01$). Moreover Four Dimensional Evaluation, mean scores were different with statistical significance ($p < 0.01$).

Keywords: development, community forest conservation, model

Introduction

There are more than 10,000 community forest sites in Thailand (RECOFTC, 2013b). Department of Royal Forest and local peoples who live nearby the community forest have conflict of interest due to numerous community forests overlap with the protected areas. In addition, their daily livings depend on the community forest as four basic needs in terms of food, clothing, drug, and shelter for long time ago. Without the Community Forestry Bill announcement until present, then, the governmental sector has tried to enforce them outside the part of protected area that has been encroached for different decades. Therefore, it affects between 1 million and 2 million local people who depend on forest resources from these forest areas. However, community forestry advocates include the Royal Forest Department, NGOs, and Thailand's emerging community forestry networks that continue to make progress, so in 2010. The Royal Forest Department had officially recognized and registered around 7,000 community forests for all outside of protected areas. However, this still impacts to the community forests that partly cover with protected areas. Particularly most of community peoples have developed the community forestry networks with a range of members, from the Tambon (sub-district administrative unit) and district levels through to the Community Forestry Assembly, which operates nationally. These networks are proving to be an essential medium to contribute to lessons learned and practical experience for setting up and managing sites. They also give supporters a stronger voice to advocate for legislative reforms (RECOFTC, 2013b; Buffum, 2007; Ruengpanich, 2003; Evans et al., 2010; Thiengkamol, 2009c; Davis-Case, 1990; Holman and Devane 1999; Colfer 2005; Lynam et al. 2007; CIFOR 2007).

Besides, community forest provides direct advantages as human basic needs, it also gives indirect advantages such as soil erosion prevention, regulate weather with proper rainy season and balancing the

temperature. Forest conservation and management must be conducted by community peoples to establish committee for forest surveillance through democratic participation on planning, decision making, implementing, monitoring and preventing degradation and over consumption. Promotion of collaborative forest management has led to legal and policy changes to accommodate multi-stakeholder forest management (Fisher 1995; Evans et al., 2010; Davis-Case 1990; Holman and Devane 1999; Colfer 2005; Lynam et al. 2007).

At Global perspective, forests have been vanishing. The earth's forest cover has been reduced by almost half from 62 million km2 to 33 million km2, and most of this loss has occurred in the last three decades, especially it was humid tropical forests (Bryant, Nielsen, &Tangley, 1997; Achard et al., 2002). Community forestry first came to eminence in the mid-1970s, and examples of community forestry can now be seen in several countries including Brazil, Nepal, Indonesia, Korea, India, Thailand and North America (Wikipedia, 2014). However, Thailand a large numbers of Thailand's forests have been cleared for agriculture during last three decades (Ruengpanich, 2003; Thiengkamol, 2009c).

Presently, Thailand has been new industrialized country since about two decades ago but the local peoples in some part of rural area still depend on the community forest for daily living, particularly, in the northeastern region of country. Moreover, this region, the poor people has the income for living on less than $2 a day. Most of them are agriculturists, therefore their living depend on the fertility of natural resources, particularly forest because Thailand locates in tropical rain forest. Forest is center of all living creatures including flora, fauna and micro-organism. Moreover forest is also origin for current, prevention of soil erosion, carbon dioxide sink, oxygen produced plant and store of drugs and foods. In addition, it is site for weather regulator and keeping balance of nature and environment including research station (Ruengpanich, 2003; Sunderlin et al., 2005; Thiengkamol, 2009c).

The forest protected committees of Kok Puk Good community forest at Nachuek Sub-district, Nachuek District, Maha Sarakham Province in Northeastern region of Thailand. They are important human resources for community forest protection and they are persons who have public mind inspiration to aid the community to effectively conserve and manage community forest for sustainability. They have leadership to devote for public. Moreover, they try to gain more knowledge and understanding and share to the other community peoples to participate for forest conservation properly including promote participation for community stakeholders to be able to keep balance between utilization and conservation of natural resources by using local wisdom and original way of life, and community tradition. They have self-confidence to participate in training process like as Participation-Appreciation-Influence-Control (PAIC) to gain more knowledge and understanding with integration of forest conservation and environmental education principles to attain the sustainable community forest conservation. Environmental education process aims to develop "human" through learning process and activity with Training of Trainer (TOT). Furthermore, environmental education concept aims to increase global citizen knowledge and understanding the

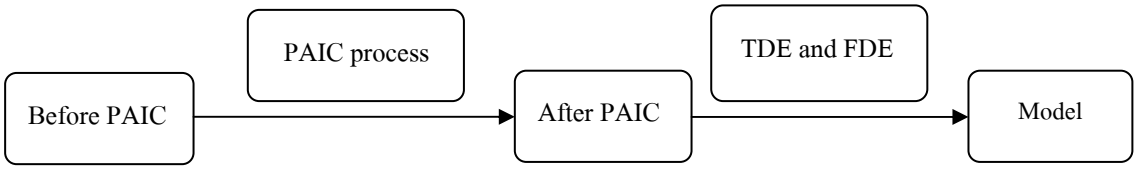
biophysical environment, to aware of how to assist resolve these problems, and to motivate to work towards their resolution. Especially, the behavior change in daily life with responsibility and public mind are the final goal for environmental conservation (Stapp, et.al., 1969, Langly, 1998, Sproull, 1988; InWent-DSE-ZEL, 2002; Thiengkamol, 2010; Thiengkamol, 2011e; Thiengkamol, 2011h; Thiengkamol, 2012a; Thiengkamol, 2012b).

Therefore, the community forest conservation would be achieved, it need to encourage the forest protected committees of KokPuk Good community forest to get more knowledge, attitude, participation, public mind inspiration of community forest conservation to be trainer and educator for other peoples in community with appropriately practice as good role model for other peoples in different communities via PAIC process (Thiengkamol, 2004; Thiengkamol, 2005a; Thiengkamol, 20009a; Thiengkamol, 20009a; Thiengkamol, 2011e; Thiengkamol, 2011a; Thiengkamol, 2011h; Thiengkamol, 2012a; Thiengkamol, 2012b).

Objective

The objective was to compare the mean scores of knowledge, attitude, participation, public mind inspiration of community forest conservation and training achievement, and model of community forest conservation was developed.

Conceptual Framework



Methodology

Population and Sample

Population were 122 forest protected committees of KokPuk Good community forest at Nachuek Sub-district, Nachuek District, Maha Sarakham Province in Northeastern region of Thailand. The purposive sampling was used to select 32 forest protected committees with criteria of willingness, time, devotion, commitment, and public mind.

Research Tool

The handbook was constructed covering knowledge, attitude, participation, public mind inspiration of community forest conservation *(*Davis-Case 1990; Holman and Devane 1999; Colfer 2005; Lynam et al. 2007; CIFOR 2007; InWent-DSE-ZEL, 2002; Thiengkamol, 2011a*)*. The questionnaire composed of 6 items of demographic characteristics and 40 questions of with 5 rating scales of knowledge, attitude, participation, public mind inspiration of community forest conservation. The content and structural validity were determined with Item Objective Congruent (IOC) by 5 experts in the aspects of psychology, social science and social research methodology (Rovinelli & Hambleton, 1977). The reliability was done by collecting the sample group from 30 high school of adjacent school. The reliability was determined with Cronbach's Alpha (Cronbach,

1951). The reliability of knowledge, attitude, participation, public mind inspiration of community forest conservation were 0.912, 0.908, 0911 and 0.916 respectively. The evaluation form of Three Dimensions, Four Dimensions were used to assess the participant practice and role play as trainer during PAIC implemented (Langly, 1998, Sproull, 1988; InWent-DSE-ZEL., 2002; Thiengkamol, 2012a; Thiengkamol, 2012b).

Data Collection

The questionnaire was used for data collecting from 32 forest protected committees of Kok Puk Good community forest. The Three Dimensional Evaluation (TDE) was used to examine the congruence of three aspects evaluation, Self-evaluation, Friend-evaluation, and Facilitator-evaluation for training participation. The Four Dimensional Evaluation (FDE) was employed for trainer role play (Thiengkamol, 2011a; Thiengkamol, 2011g; Thiengkamol, 2011h; Thiengkamol, 2011e).

Statistical Analysis

1. The descriptive statistics were used that include frequency, percentage, mean and standard deviation.

2. The inferential statistics used were paired t-test and by considering confident interval at 0.05 and 0.01. One-way ANOVA was used to determine the mean scores difference of three and four groups.

Results

The results of this study were as the followings.

1. General Characteristics of Sample Group

The sample group of this study was 32 forest protected committees of Kok Puk Good community forest at Nachuek Sub-district, Nachuek District, Maha Sarakham Province in Northeastern region of Thailand in the year of 2013. The selected sample was forest protected committees who were chosen to be trained for trainer of knowledge, attitude, participation, public mind inspiration of community forest conservation. Most of them were female (65.60%), had age between 40-49 years old (34.40%). They had education level at upper secondary school/ vocational level (40.60%), had family characteristics with nuclear family (56.60%), and income per month between 5001-10,000 bahts with 25 (78.13%).

2. Results of Pretest and Posttest with PAIC technique

PAIC technique was implemented to train for 32 forest protected committees on knowledge, attitude, participation, public mind inspiration of community forest conservation. The research results discovered that before and after PAIC training process implemented, the mean scores of posttest of training achievement on knowledge, attitude, participation, public mind inspiration of community forest conservation and training achievement were higher than pretest with statistical significance ($p< 0.01$, $p< 0.01$, $p< 0.01$, $p< 0.01$, and $p< 0.01$), as illustrated in table 1.

Table 1

Pretest and Posttest of Sample Group

Training Issues	Posttest		Pretest		t	p
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Knowledge	8.03	1.56	9.16	1.08	3.79	0.000**
Attitude	38.97	5.41	44.28	4.25	8.28	0.000**
Participation	41.06	8.58	47.13	3.56	4.58	0.000**
Public Mind Inspiration	44.84	6.12	48.72	5.75	2.78	0.000**
Training Achievement	25.77	18.09	37.04	17.36	8.43	0.000**

** Significant Level at 0.01

3. Results of Three Dimensional Evaluations for Participation in Past Situation

Three Dimensional Evaluation was used for determination the perceptions of 32 forest protected committees in past situation with three aspects evaluations regarding to Self-evaluation, Friend-evaluation, and Facilitator-evaluation by using One-way ANOVA Analysis to investigate the mean score differences of three groups. The results of One-way ANOVA showed that there were different mean scores about participation in training process through brain storming with statistical significance ($p<0.01$) as illustrated in table 2.

Table 2 *Three Dimension Evaluation of Sample Group for Participation in Past Situation*

Source of Variation	Sum of squares	df	Mean Square	F	Sig.
Between Groups	169.563	2	84.781	12.517	0.000**
Within Groups	630.094	93	6.775		
Total	799.656	95			

** Significant Level at 0.01

The Scheffe was used for analysis of each pair of Three Dimensional Evaluation (TDE) to determine the mean score differences of their participation in the training process of PAIC, it showed that Self-Evaluation and Friend-Evaluation had no statistically significant at level of 0.05, Self-Evaluation and Facilitator-Evaluation had statistically significant at level of 0.01, and Friend-Evaluation and Facilitator-Evaluation had statistically significant at level of 0.01 as illustrated in table 3.

Table 3

Scheffe' Analysis of Each Pair Comparisons in Past Situation

Evaluation	$\overline{X}$	Self-valuation	Friend Evaluation	Facilitator Evaluation
		21.625	22.812	16.593
Self-Evaluation	21.621	-	-	2.031**
				(0.001)
Friend-Evaluation	22.812	-	-	3.218**
				(0.000)

** Significant Level at 0.01

4. Results of Three Dimensional Evaluations for Participation in Present Situation

Three Dimensional Evaluations were employed for determination the perceptions of 32 forest protected committees in present situation with three aspects evaluation. It included Self-evaluation, Friend-evaluation, and Facilitator-evaluation. One-Way ANOVA Analysis was used to examine the mean score differences of three groups. The results of One-way ANOVA showed that there were different mean scores among Self- Evaluation, Friend Evaluation and Facilitator Evaluation on participation in training process through brain storming with statistical significance ($p<0.01$) as illustrated in table 4.

Table 4

Three Dimension Evaluation of Sample Group for Participation in Present Situation

Source of Variation	Sum of squares	df	Mean Square	F	Sig.
Between Groups	166.896	2	83.448	9.939	0.000**
Within Groups	780.844	93	8.396		
Total	947.740	95			

** Significant Level at 0.01.

The Scheffe was used for analysis of each pair of Three Dimensional Evaluation (TDE) to determine the mean score differences of their participation in the PAIC training process. It manifested that Self-Evaluation and Friend-Evaluation had no statistically significant at level of 0.05, Self-Evaluation and Facilitator-Evaluation had statistically significant at level of 0.01, and Friend-Evaluation and Facilitator-Evaluation had statistically significant at level of 0.01 as illustrated in table 5.

Table 5

Scheffe' Analysis of Each Pair Comparisons in Present Situation

Evaluation	$\overline{X}$	Self-valuation	Friend Evaluation	Facilitator Evaluation
		23.031	23.062	20.250
Self-Evaluation	23.031	-	-	2.781**
				(0.001)
Friend-Evaluation	23.062	-	-	2.812**
				(0.001)

** Significant Level at 0.01

5. Results of Three Dimensional Evaluations for Participation in Future Situation

Three Dimensional Evaluations were employed for determination the perceptions of 32 forest protected committees in future situation on three aspects evaluation. It covers Self-evaluation, Friend-evaluation, and Facilitator-evaluation. One-Way ANOVA Analysis was used to consider the mean score differences of three groups. The results of One-Way ANOVA showed that there were different mean scores about participation in training process through brain storming with statistical significance ($p<0.01$) as illustrated in table 6.

Table 6

Three Dimension Evaluation of Sample Group for Participation in Future Situation

Source of Variation	Sum of squares	df	Mean Square	F	Sig.
Between Groups	43.938	2	21.969	5.236	0.007**
Within Groups	390.812	93	4.196		
Total	434.156	95			

** Significant Level at 0.01

The Scheffe was used for analysis of each pair of Three Dimensional Evaluation (TDE) to determine the mean score differences of their participation in the training process of PAIC. It demonstrated that Self-Evaluation and Friend-Evaluation, and Friend-Evaluation and Facilitator-Evaluation had no statistically significant at level of 0.05 and 0.05. Self-Evaluation and Facilitator-Evaluation had statistically significant at level of 0.01 as illustrated in table 7.

Table 7

Scheffe' Analysis of Each Pair Comparisons in Future Situation

Evaluation	$\overline{X}$	Self-valuation	Friend Evaluation	Facilitator Evaluation
		23.281	23.812	22.187
Self-Evaluation	23.218	-	-	2.781**
				(0.001)

** Significant Level at 0.01

6. Results of Four Dimensional Evaluations for Trainer Role Play

Four Dimensional Evaluations were employed for determination the trainer role play in four aspects evaluation including Trainer self-evaluation, Trainer friend evaluation, Audience evaluation and Expert trainer evaluation. One-Way ANOVA Analysis was used to investigate the mean score differences of four groups. The results of One-way ANOVA showed that there were different mean scores about trainer role play during PAIC with statistical significance ($p<0.01$) as illustrated in table 8.

Table 8

Results of Four Dimensional Evaluations for Trainer Role Play

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	455.232	3	151.744	4.096	0.008**
Within Groups	6297.297	170	37.043		
Total	6752.29	173			

** Significant Level at 0.01

The Scheffe was used for analysis of each pair of Four Dimensional Evaluation (TDE) to determine the mean score differences of their trainer role play in the PAIC training process. It illustrated that among Trainer Self-valuation, Trainer Friend- Evaluation, and Expert Trainer Evaluation were no difference with statistically significant at level of 0.05 but only Audience Evaluation and Expert Trainer Evaluation had statistically significant at level of 0.05 as illustrated in table 9.

Table 9

Scheffe' Analysis of Each Pair Comparisons in Trainer Role Play

Evaluation	$\overline{X}$	Trainer Self-valuation	Trainer Friend-Evaluation	Audience Evaluation	Expert Trainer Evaluation
		40.300	42.288	45.166	40.687
Audience Evaluation	45.166	-	-	-	4.479* (0.022)

* Significant Level at 0.05

During the PAIC training implemented, focus groups discussion and brain storming were integrated, therefore, it is noticeable that they had a very good participation and they were able to express their idea and explain to their friends in the small group. Moreover, they were able to play role as trainer successfully. Particularly, in small group discussion they happily participated and were able to use their own imagination to draw their own idea and correspond their thinking to propose project to implement after PAIC training. Furthermore, they planned to share their knowledge and understanding getting from PAIC process to other people and plan to be act as trainer and educator for other groups in community with public mind for community forest conservation.

Discussions

The results indicated that the forest protected committee participants had knowledge, attitude, participation, public mind inspiration of community forest conservation after participating in the PAIC training process. These were congruent to a variety of studies of Thiengkamol, (2011g, 2011h, 2012a, 2012b) and her colleagues (Pusdorn et al., 2013; Moolmanee et al., 2013; Chaisena et al., 2013;Charoensilpa, at al., 2012a; Gonggool, et al., 2012a; Morrasri, et al., 2012a; Phinnarach, et al., 2012a; Ngarmsang, et al., 2012a; 2012; Mongkonsin, et al., 2013a). It might be explained that the training with PAIC technique is able to raise knowledge on knowledge, attitude, and participation, public mind inspiration of community forest conservation after participating in the PAIC training through authentic practicing behavior in their daily life activities for knowledge, attitude, participation, and public mind inspiration of community forest conservation. The findings are also congruent to the results of different studies of Thiengkamol, (2010b, 2011b,2011c, 2011a, 2011g, 2011h, 2011i, 2011j, 2012a, 2012b) and Thiengkamol colleagues researches of Pusdorn et al., 2013; Moolmanee et al., 2013; Chaisena et al., 2013; Chomputawat, 2013; Saisunantharom, 2013; Mongkonsin, et al., 2013a; that the participation is affected to practice for health care and environmental conservation with public consciousness to achieve the genuine sustainable development via environmental education process covered health care, environmental

conservation, environmental education, public consciousness and good quality of life after participating.

The results of TDE of 32 participants were employed for determination of the congruence of three aspects evaluation, Self-evaluation, Friend-evaluation, and Facilitator-evaluation. The mean scores three aspects were difference among three aspects in past, present and future situations ($p<0.01$, $p<0.01$, $p<0.01$). This might be explained that participants who are forest protected committee and have direct experience of community forest protection, therefore their mean score both in self-evaluation and friend-evaluation are slightly higher than facilitators who are outsider. Additionally, FDE was used to evaluate the trainer role play of forest protected committee participants; it was found that the mean scores of Trainer-self evaluation, Trainer-friend evaluation, Audience evaluation, and Expert trainer evaluation were statistically significant at level of 0.01 because forest protected committees have self-confidence from their real practice through community forest protection, therefore the mean scores of Trainer-self evaluation, Trainer-friend evaluation, Audience evaluation, are similar and higher than expert trainers who are outsiders. However the success of participation and role pay as trainer of forest protected committee was pertinent to numerous studies of Thiengkamol, (2005a, 2011g, 2011h, 2012a, 2012b) and researches of Thiengkamol colleagues such as Chomputawat, 2013; Ngarmsang, et al., 2012a; Sangsan-anan, et al., 2012b; Petchang, 2013.

In addition, it was found that PAIC training is effective for training with integration of brain storming process to develop a shared vision, action plan and projects in different issues of training such as urban community food security management, environment and natural resource conservation, elderly health care, dust self-prevention, and environmental conservation of food stand entrepreneur including other issues such as environmental conservation of agriculturist, biodiversity conservation, environmental conservation of disability student, environmental education tourism and holistic tourism management (Thiengkamol, 2011a; Thiengkamol, 2011g; Thiengkamol, 2011h; Thiengkamol, 2012a; Thiengkamol, 2012b; Pusdorn et al., 2013; Moolmanee et al., 2013; Chaisena et al., 2013; Chomputawat, 2013; Saisunantharom, 2013; Ngarmsang, et al., 2012a; Sangsan-anan, et al., 2012b; Petchang, 2013).

Additionally, the results of training achievement was congruent to several studies of Thiengkamol, (2011g, 2011h, 2012a, 2012b), and Thiengkamol colleagues included Gonggool, et al., 2012a; Morrasri, et al., 2012a; Phinnarach, et al., 2012b; Ngarmsang, et al., 2012a; Sangsan-anan, et al., 2012b; Pusdorn et al., 2013; Mongkonsin, et al., 2013a Moolmanee et al., 2013; Chaisena et al., 2013.

Recommendations

It should be use the trainer obtained from this study to act a trainer for other community forest members to understand how to conserve the community forest effectively.

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