

Forestry Research and Education in Nepal



Presentation Format

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- Brief History
- Institutions involved in the Forestry Research
- Forestry Policies that govern research

2. Forestry Education in Nepal

- Brief History
- Institute of Forestry
- Other Institutions Involved

3. Challenges in the field of forestry research

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5. Vision 2020: Forestry Research & Education



Brief History of Forestry Research

- Started in early 1960's; Department of Forest Research and Survey (DFRS) established as Forest Resources Survey Project in 1962 to develop forest statistics and conduct research for maximizing forest productivity.
- Initially on tropical pines and survey works started in 1962 using aerial photographs.
- High time for forestry research from 1979 to 1996,
- Large no. of small and big, short to long term projects.
- Forest research Project from 1979-1996 by ODA, UK
- Thrust on silvicultural trials or species trial (exotic and indigenous),plantation trials, nursery research.
- Some on natural forest management, bamboo research, community forestry, and NTFPs or MAPs.
- Also Australian, Danish and FINNIDA support to DOF between 1980s and 2000s

Institutions involved in Forestry Research

Department of Forest Research and Survey

Department of Forests

Department of Plant Resources

Institute of Forestry (TU, Nepal)

Department of National Parks and Wildlife reserves

Nepal Trust for Nature Conservation

Department of Soil Conservation and Watershed Management

Supporting/Partner agencies

- DANIDA/COMFORM; SNV/BISEP-ST; DFID/LFP; CARE
- World Wildlife Fund; ICIMOD
- Swiss Agencies for International Development
- USAID; UNDP; INBAR; CFC, UN
- Federation of Community Forest User Groups (FECOFUN)
- Some other NGOs & INGOs



Forest Policies governing Research

- National Forestry Plan 1976
- Master Plan for the Forestry Sector
Focus also on Community Forestry & NTFPs
- Revised Forestry Policy 2000



2. Forestry education in Nepal

- **History**
- Started in Nepal through establishment of Nepal Forestry Institute in Kathmandu in 1947 under the Department of Forests to produce lower level forest field level staffs (rangers and forester level).
- Shifted to Suphing in 1957 and then to Hetauda, Makwanpur in 1965 with better facilities developed under technical and financial assistance received through the Indian Cooperation Mission.
- Incorporated into TU in July 1972, and renamed as Institute of Forestry (IOF).
- Until late 1970s, IOF trained only sub-professional or technical grade manpower (Rangers).
- Till early 1980s, to produce forest managers, BSc Graduates were sent under Colombo Plan Scholarship with Indian Government's grant at Forest Research Institute (FRI) at Dehradun, India.



Institute of Forestry (IOF)

- In 1981, IOF expanded its academic programme to a 2 year certificate in forestry level and BSc in Forestry degree.
- BSc degree programme later shifted to new campus developed in Pokhara with financial assistance from World Bank and International Development Agency (IDA), and technical assistance from USAID.
- IOF received further assistance from USAID, ITTO and the Government of India.
- Currently IOF operates at two campuses: 1 in Pokhara and 2. in Hetauda
- IOF added MSc in Forestry degree programme in 2001.
- Collaborating with NORAGRIC of Agricultural University of Norway (AUN) in its MSc in MNRSA programme
- Collaborating with DFRS and DANIDA/COMFORM.
- IOF mission is to develop technically sound and competent, and socially compatible human resources in the field of forestry and NRM.

Other Institutions Involved Forestry Education

- Some institutions affiliated with PU, KU and the TU



3. Challenges in field of forestry research

- Diverse physiographic and complex social and economic structures
- Not received the priority that it deserves
- Entails a long term commitment of resources
- Not able to cater the needs of forest managers
- Many trials completed but not written up or published.
- Most research continues to concern silvicultural practices
- Poor in lobbying
- Lack of fund for research
- Lack of training and higher studies
- Low priorities to industrial forestry/commercial forestry
- Forest policies does not adequately address forestry research



4. Challenges in the field of Forestry education

- Insufficient fund for research works, MSc and PhD programmes.
- Insufficient facilities for teaching material lab, computer facilities, laboratory and class room development.
- Lack of training for faculty members
- Inefficient management procedures
- More theoretical
- Insufficient public auditing of activities
- Poor research and proposal writing skills in skills
- Selection criteria for research grants, faculty exchange and PhD grant are less transparent
- Lack of information and poor dissemination of research results
- Less transparency in decision making

Vision 2020

Forestry Research & Education

- Formulate Forestry research and education policy
- Form functional Forestry Research Coordinating Committee (FRCC)
- Encourage active partnership between the government, educational institutions and development partners
- Institutional linkages between the research institutions and the IOF need to be strengthened through MOU
- Major policy changes in research to contribute towards poverty reduction also the main national goal



Strategic Actions: Forestry Research

- Research Need Assessment involving stakeholders concerned.
- Enhancing the research capacity at institutions and effective network
- Research on nationally important forestry sector issues through collaboration between institutions
- More focus on participatory research than on the traditional research.
- Short term practical action research works that directly benefits forest user groups.
- Conduct research on all the aspect of forestry rather than only related to forest trees
- Develop appropriate mechanism for effective dissemination of research results.
- Lobbying to attract more funds from the government and donor agencies.
- Attract qualified technical manpower through better working environment and performance related incentives.
- Training and higher study opportunities
- Strengthen and promote linkages between research, training and extension.



Forestry Education

Developing human capital

- Focus on developing research, educational and management skills of IOF faculty and staff.
- Promote positive attitudinal changes.
- Fund raising and scientific writing skills
- Applying research methods; improving teaching skills; and developing basic staff skills through PhD scholarships, joint field work, co-authoring of papers, workshops, and trainings.

Developing organizational capital

- Focus on developing institutional management procedures
- Promote financial, research and educational management changes.
- Emphasis on developing and implementing research, education and institutional policies; management of multi-partner research projects;
- Monitoring and evaluation of teaching activities;
- Establishment of transparent day-to-day mgt. procedures;
- Develop and implement of sound financial planning and mgt. system.



Forestry Education

Strengthening social capital

- Capacity building of IOF to gather economic and political support.
- Sustainability
- Integrate IOF into relevant national and regional networks;
- Promote inter- institutional research collaboration;
- Translate research findings into policy briefs and popular publications;
- Monitoring and evaluation of quality of research and education outputs.

Up-grading physical capital

- Focus on providing physical inputs required to support the three other strategic components.
- Establish adequate computer access.



The End - Thank You