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| **Project Proposal**  **Young Forest Restorers**  **From: Forest Restoration Research Unit, Biology Department, Science Faculty, Chiang Mai University** |

This application is a request for funding of a new 3-year project: “**Young Forest Restorers**” by Chiang Mai University’s Forest Restoration Research Unit (FORRU-CMU). [Great start! You could include the overarching aim of the project as well here.]

1. **Objectives, Rationale and Background**

The recent UN Climate Change Conference (COP26) in Glasgow reaffirmed the need for immediate action to reverse global climate change (GCC). The younger generation has the most to gain from solving the climate crisis, since they will have to live with the repercussions of inactivity for longer than today’s adults. Consequently, young people are becoming increasingly prominent in protest movements, yet they have limited influence on climate-change politics, as exemplified by the COP26's failure to adopt the required steps to keep global warming below 1.5 degrees Celsius. On the other hand, young people have a lot of energy and enthusiasm for positive direct action, to reduce or sequester greenhouse gases, although they often lack the skills and knowledge needed to ensure that such direct action is effective. National schools’ curricula do not currently provide such skills and knowledge. Therefore, the need to enable young people to channel their energy into activities that remove greenhouse gases from the atmosphere, is urgent—both to address their frustration with the inaction of global leaders, and to contribute directly to GCC mitigation. [This is great information and certainly gets my attention. But, I still don’t know specifically what you plan to do within this project.]

Tropical forests are major sinks for atmospheric carbon dioxide (Stephenson et al., 2014), provided they are protected. For example, FORRU-CMU’s research has shown that in northern Thailand, forest restoration sequesters more than 150 tonnes of carbon per hectare over the first 14 years (<https://www.forru.org/library/0000228>). Consequently, enabling young people to run their own forest restoration projects has enormous potential to satisfy their need for direct climate action. Not only could it sequester enormous quantities of carbon dioxide, it could also reduce both biodiversity losses and rural poverty, by providing watershed services (flood/drought mitigation), forest products and opportunities for eco-tourism. Globally, massive tree-planting projects are underway, but often the wrong tree species are planted in the wrong places and both the maintenance of the planted trees and monitoring results are frequently neglected (Di Saco et al., 2021). Thus, for young people to restore forest ecosystems effectively, they need skills and knowledge, based on sound science. With nearly 30 years’ experience of forest restoration research, FORRU-CMU has the expertise to deliver such skills and knowledge to the school children of Chiang Mai and provide them with the practical and technical support needed to become effective “Young Forest Restorers”.

**Goal**

To provide secondary school children and their teachers with science-based skills, knowledge and technical support, enabling them to perform effective forest ecosystem restoration.

**Project objectives (over 3 years)**

1. To provide training to school children and their teachers in the tasks and techniques of forest ecosystem restoration (12 schools, at least 240 pupils, and their teachers).
2. To produce teaching materials to support the above.
3. To provide technical and financial support for the establishment of native forest-tree nurseries in schools (up to 12).
4. To establish a school network, which facilitates the swapping of tree seed species among schools, via a central seed bank (run by CMU).
5. To assist schools with tree planting and follow-up, including maintenance and monitoring.
6. To expand the “Forest on Blackboard” online learning platform (funded by a previous KNCF-supported project), to make the new teaching materials freely available, monitor uptake and effectiveness and award certificates as required.
7. To run teachers’ meetings, to plan training events and nurseries and an annual “Forest Celebration” event to allow participants to present their work and raise awareness of forest issues amongst the general public (3 times).

**2. Project implementation plan for the proposed 1ST year**

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| --- | --- | --- |
|  | **ACTIVITY** | **Grant Requested (JPY)** |
| 1 | Forest restoration training events for school children | 1,822,003 |
| 2 | Production of teaching materials to support the above. | 438,163 |
| 3 | Technical and financial support for establishment of schools' native forest tree nurseries | 210,127 |
| 4 | Seed bank and seed swapping network | 240,259 |
| 5 | Tree planting, maintenance & monitoring | 225,379 |
| 6 | Online monitoring of project uptake and effectiveness & certificate awarding | 188,179 |
| 7 | Teachers’ conferences & annual “Forest Celebration” events | 314,659 |
|  | TOTAL | 3,438,768 |

**3．Expected Concrete Activity Results**

**2022-2023 — Year 1 of the project**

1. Four schools selected for the first year of the project at the first teachers’ conference. Three training events provided to each of them (at least 20 pupils per event), covering:
2. Forest phenology, seed collection, germination and seed banking
3. Tree nursery skills
4. Tree planting, maintenance and monitoring
5. Student workbook written, illustrated, printed and distributed (100 per school).
6. Native forest-tree nurseries established in each of 4 schools, with trees growing ready for planting in 2023.
7. A networking mechanism established, enabling schools to swap seeds of tree species via a central seed-bank facility (provided by CMU).
8. At least 1 rai (40x40 m) planted by each school, with a total of at least 2,000 trees (FORRU-CMU has already located available planting sites, in collaboration with the local watershed office).
9. Student workbook added to the “Forest on Blackboard” online learning platform (platform funded under previous KNCF-supported project) - monitoring uptake and effectiveness of new teaching materials. Certificates awarded to participating pupils.
10. One kick-off teachers’ conference implemented, for selecting the first participating schools and for project co-ordination. One “Forest Celebration” event implemented, allowing participants to present their work, and raise awareness of forest issues amongst the broader community, towards the end of Y1. Use the event to start recruiting additional schools for Y2.

**References**

Di Sacco, A., K. Hardwick, D. Blakesley, P.H.S. Brancalion, E. Breman, L.C. Rebola, S. Chomba, K. Dixon, S. Elliott, G. Ruyonga, K. Shaw, P. Smith, R.J. Smith & A. Antonelli, 2021. Ten guidelines for tree planting initiatives to optimise carbon sequestration, biodiversity recovery and livelihood benefits. *Global Change Biology*27:1328-1348. (doi.org/10.1111/gcb.15498)

Stephenson, N., Das, A., Condit, R. et al. Rate of tree carbon accumulation increases continuously with tree size. Nature 507, 90–93 (2014).

<https://doi.org/10.1038/nature12914>

**4. Activity Schedule** Note; If your project is proposed in multiple years or in subsequent year, please describe the outline for your 2nd and/or 3rd year plan briefly.

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|  | **2022** | | | | | | | | | **2023** | | | | | | | | | | | | **2024** | | | | | | | | | | | | **2025** | | | |
| **Activities/Tasks** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** |
| **Teachers' conferences - Kick-off meeting & school selection meetings** | X | X |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| **School teaching events** |  | X | X |  | X | X |  | X |  | X |  |  |  | X | X |  | X | X |  | X |  | X |  |  |  | X | X |  | X | X |  | X |  | X |  |  |  |
| **Workbook drafting and testing & publication** |  | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **School nursery/seed bank establishment** |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |
| **Seed-swapping network tool development and launch (X) and operating (x)** |  |  | X | X | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| **Planting events** |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |
| **Tree maintenance** |  |  |  | X |  | X |  | X |  |  |  |  |  |  |  | X |  | X |  | X |  |  |  |  |  |  |  | X |  | X |  | X |  |  |  |  |  |
| **Monitoring planted sites** |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **Training materials added to FoB learning platform (X); used for monitoring uptake and effectiveness and certificates (x)** |  |  |  |  |  |  | X | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
| **Forest Celebration events** |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| **Reporting and annual re-application** |  |  |  |  |  |  | X | X |  |  |  |  | X |  |  |  |  |  | X | X |  |  |  |  | X |  |  |  |  |  | X | X |  |  |  |  | X |

**5. Budget (JPY)**

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| --- | --- | --- | --- | --- | --- |
|  | **JPY** | | | |  |
|  | **2022-3** | **2023-4** | **2024-5** | **TOTALS** |  |
| **Materials and goods** |  |  |  |  |  |
| *NURSERY MATERIALS AND EQUIPMENT* | 148,800 | 157,326 | 166,341 | 472,467 | 10,000 THB PER SCHOOL x5 SCHOOLS |
| **Field survey and operation** |  |  |  |  |  |
| *TRAINING EVENT RUNNING COSTS* | 312,480 | 330,385 | 349,316 | 992,181 | 3 EVENTS PER SCHOOL/YEAR, X5 NEW SCHOOLS JOINING PER YEAR, 300 THB PER HEAD, 20/EVENT |
| **Meeting/management activity exp** |  |  |  |  |  |
| *TEACHERS' CONFERENCE & FOREST CELEBRATION EVENTS* | 148,800 | 157,326 | 166,341 | 472,467 | 1 TEACHERS' CONFERENCE AND 1 FOREST CELEBRATION PER YEAR @20,000 THB EACH |
| **Personnel** |  |  |  |  |  |
| *FORRU-CMU EDUCATION PROJECT OFFICERS (1 FULL TIME, 1 PART TIME)* | 2,090,640 | 2,210,434 | 2,337,092 | 6,638,165 | 1 FULL TIME 1 HALF TIME @23,000THB/MONTH + INSURANCE |
| *SECRETARIAL* | 273,048 | 288,694 | 305,236 | 866,977 | PART TIME 5,000THB/MONTH + INSURANCE |
| **Travelling** |  |  |  |  |  |
| *TRAVEL FORRU STAFF TO/FROM TRAINING EVENTS* | 89,280 | 94,396 | 99,805 | 283,480 | LOCAL CAR |
| *TRAVEL FORRU STAFF FIELD SITE SUPPORT* | 59,520 | 62,930 | 66,536 | 188,987 | LOCAL CAR |
| **Office cost/others** |  |  |  |  |  |
| *SEED BANK RUNNING COST EXPANSION* | 74,400 | 78,663 | 83,171 | 236,234 |  |
| *OFFICE SUNDRIES AND REPORTING* | 66,960 | 70,797 | 74,853 | 212,610 | 2,000 THB/MO |
| *PRINTING STUDENT WORKBOOKS* | 44,640 | 47,198 | 49,902 | 141,740 | 30 THB COPY, 100/SCHOOL, 5 SCHOOLS |
| *ARTIST/GRAPHICS/LAYOUT* | 18,600 | 0 | 0 | 18,600 | FOR STUDENT WORK-BOOKS |
| *FOB ONLINE SERVER AND SOFTWARE LICENCES* | 22,320 | 23,599 | 24,951 | 70,870 | COVERS DROPBOX SUBSCRIPTION ONLY |
| *FORRU OFFICE SPACE/OVERHEADS* | 89,280 | 94,396 | 99,805 | 283,480 | 2.000 THB/MO |
| **TOTAL (GRANT NEEDED)** | **3,438,768** | **3,616,144** | **3,823,349** | **10,878,260** |  |
| **Self-Finance** |  |  |  |  |  |
| *SEED BANK FACILITY (BY DS NATURE CENTRE)* | 372,000 | 393,316 | 415,853 | 1,181,168 |  |
| *SENIOR STAFF MANAGEMENT AND SUPERVISORY - REPORTING ACCOUNTING* | 580,320 | 613,572 | 648,730 | 1,842,622 |  |
| **TOTAL (SELF-FINANCED)** | **952,320** | **1,006,888** | **1,064,583** | **3,023,791** |  |
| **TOTAL PROJECT** | **4,391,088** | **4,623,032** | **4,887,931** | **13,902,051** |  |

**6. Name of staff/experts who implement the project with applicant NGO, or who provide technical advice to applicant NGO.**

Dr. Stephen Elliott (implementer), Forest Restoration Research Unit (FORRU-CMU), Biology Department, Chiang Mai University stephen\_elliott1@yahoo.com

Dr Sutthathorn Chairuangsri (Education Co-Director), Biology Department, Science Faculty, Chiang Mai University.

**7. Local government/community endorsement**

FORRU-CMU is a research unit within the Science Faculty of Chiang Mai University – see Appendix I

**8. Participating/collaborating organization(s)**

Japan Environmental Education Forum (<http://www.jeef.or.jp/> ) - technical advice

**9. Others**

**(1) In the case NGO had received a grant in the past, the name of**

**the NGO.**

The project “Forests on Blackboards (FoB): extending and improving location-specific

environmental education in Thailand’s schools, for biodiversity conservation”, sponsored by KNCF, will conclude in March 2022. The current project proposal builds upon the FoB project, particularly by expanding the online learning platform, developed through that project.

**(2) The name and address of the Japanese entity that made the**

**recommendation**.

Japan Environmental Education Forum (<http://www.jeef.or.jp/>)

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| **10. Applicant Profile**  **Forest Restoration Research Unit, Chiang Mai University (FORRU-CMU)** |

1. **Historical background**

**Date of incorporation:** 22November 1994

**History**: FORRU-CMU is a research institute located at Chiang Mai University, N. Thailand. Founded in 1994, we have been carrying out research, to develop improved techniques to restore tropical forest ecosystems for biodiversity conservation, environmental conservation and carbon storage. Our unit has also established an education team, providing environmental education, based on the results of our research, to a wide range of different stakeholders. The unit has produced original text books on forest restoration, available free of charge through our website ([www.forru.org](http://www.forru.org)), in most SE Asia languages and in English.

Our philosophy is that tropical forests can be restored with good ecological research and by providing education to those most directly affected by the consequences of deforestation. Our unit seeks to integrate biodiversity conservation into the needs of local communities living in and around tropical forest ecosystems. We work mainly in Thailand and have established satellite units, based on the Chiang Mai model, in Kanchanaburi and Krabi Provinces. In addition, we are exporting our research methods to other neighbouring countries to assist forest authorities in Laos, China, The Philippines, Indonesia and Cambodia to develop appropriate forest restoration techniques suitable for the distinctive ecosystems and sociopolitical conditions in each of those countries.

We work with all organizations with a genuine concern for ecological restoration from grassroots community groups to international conservation organizations, government agencies and the private sector. We believe that if local people are directly involved in growing and planting trees used for forest restoration, they will develop a sense of “stewardship” of the restored areas and thus future deforestation will be minimized.

**2) Organization**

**Staff**: 4 advising professionals (staff members from CMU), 2 education officers (1 full-time, 1 part-time), 4 field staff (1 full-time, 2 part-time), 4 nursery assistants.

1. **Objectives of the organization:**
2. to develop improved techniques to restore tropical forest ecosystems for biodiversity conservation, environmental conservation and carbon storage and
3. to provide an educational and outreach service to all based on the unit’s research, in order to improve implementation of forest ecosystem restoration in SE Asia, forest management and biodiversity conservation.
4. **Record of activities in general and in the country where the project is proposed**

The two main remits of FORRU are research and education. Research is carried out by CMU students and staff. By measuring and evaluating vast amounts of data, an elaborate picture of the situation in northern Thailand has been created. FORRU is responsible for two tree nurseries in Doi Suthep National Park in the north that are used for educational events and producing ready-to-plant saplings to provide for local reforestation events.

Other notable achievements include:

1. Creation of research facilities—research tree nurseries and field trial plot systems (chronosequence) spanning 20 years of forest at various stages of regeneration.
2. Education system for a wide range of target groups from school children and their teachers to professionals, NGOs and government officers.
3. Creation of a wide range of teaching materials from [cartoon books for kids](https://www.forru.org/library/0000010) (including a [Japanese language version](https://www.forru.org/sites/default/files/public/publications/resources/forru-0000010-0008-ja.pdf)) to [academic text books](https://www.forru.org/library?t%5B0%5D=47) (translated into many languages) and peer reviewed papers in scientific journals.
4. Successful implementation and completion of FoB projects in Chiang Mai and Krabi Provinces, including establishment of [on-line learning platform.](https://fob.science.cmu.ac.th/)

*Some selected publications:* [*https://www.forru.org/library*](https://www.forru.org/library)

Forest Restoration Research Unit, 1998. Forests for the future: growing and planting native trees for restoring forest ecosystems. Biology Department, Science Faculty, Chiang Mai University, Thailand. Edited by Elliott, S., D. Blakesley & V. Anusarnsunthorn. [www.forru.org/library/0000006](http://www.forru.org/library/0000006)

Forest Restoration Research Unit, 2000. Tree Seeds and Seedlings for Restoring Forests in Northern Thailand. Biology Department, Science Faculty, Chiang Mai University, Thailand. Edited by Kerby, J., S. Elliott, J. F. Maxwell, D. Blakesley and V. Anusarnsunthorn, 151 pp. [www.forru.org/library/0000005](http://www.forru.org/library/0000005)

Blakesley, D., S. Elliott, C. Kuarak, P. Navakitbumrung, S. Zangkum, and V. Anusarnsunthorn, 2002. Propagating framework tree species to restore seasonally dry tropical forest: implications of seasonal seed dispersal and dormancy. ***For. Ecol. Manag.*** 164: 31-38. [www.forru.org/library/0000043](http://www.forru.org/library/0000043)

Elliott, S., P. Navakitbumrung, C. Kuarak, S. Zangkum, V. Anusarnsunthorn and D. Blakesley, 2003. Selecting framework tree species for restoring seasonally dry tropical forests in northern Thailand based on field performance. ***For. Ecol. Manag.*** 184: 177-191. [www.forru.org/library/0000056](http://www.forru.org/library/0000056)

Elliott, S., D. Blakesley, J.F. Maxwell, S. Doust, and S. Suwanarattana, 2006. How to Plant a Forest: The principles and practice of restoring tropical forests. Chiang Mai University, Forest Restoration Research Unit. 200 pp.

[www.forru.org/library/0000153](http://www.forru.org/library/0000153)

Elliott, S, D. Blakesley and S. Chairuangsri, 2008. Research for Restoring Tropical Forest Ecosystems: A Practical Guide. Chiang Mai University, Forest Restoration Research Unit, Thailand. 144 pp. [www.forru.org/library/0000156](http://www.forru.org/library/0000156)

Elliott, S, and C. Kuaraksa, 2008. Producing Framework Tree Species for Restoring Forest Ecosystems in Northern Thailand. ***Small Scale Forestry***: 7, 403-415. [www.forru.org/library/0000022](http://www.forru.org/library/0000022)

Elliott, S., D. Blakesley and K. Hardwick, 2013. Restoring Tropical Forests: A Practical Guide. Kew Publications, London. [www.forru.org/library/0000152](http://www.forru.org/library/0000152)

Elliott, S. D., 2016. The potential for automating assisted natural regeneration of tropical forest ecosystems. ***Biotropica*** 48(2):825-833. [www.forru.org/library/0000088](http://www.forru.org/library/0000088)

Jantawong, K., S. Elliott & P. Wangpakapattanawong, 2017. Above-ground carbon sequestration during restoration of upland evergreen forest in northern Thailand. ***Open J. For.*** 7: 157-171. doi: [10.4236/ ojf.2017.72010](https://doi.org/10.4236/ojf.2017.72010).

[www.forru.org/library/0000089](http://www.forru.org/library/0000089)

Sangsupan, H., D. Hibbs, B. Withrow-Robinson & S. Elliott, 2018. Seed and microsite limitations of large-seeded, zoochorous trees in tropical forest restoration plantations in northern Thailand ***For. Ecol. Manag.*** 419-420:91-100.

[www.forru.org/library/0000090](http://www.forru.org/library/0000090)

Elliott S., S. Chairuengsri, D. Shannon, P. Nippanon & A. Ratthaphon, 2018. Where science meets communities: developing forest restoration approaches for northern Thailand. ***Nat. Hist. Bull. Siam Soc.*** 63(1):11-26. [www.forru.org/library/0000083](http://www.forru.org/library/0000083)

Waiboonya, P. & S. Elliott, 2019. Sowing time and direct seeding success of native tree species for restoring tropical forest ecosystems in northern Thailand. ***New Forests:*** 81-99. [doi.org/10.1007/s11056-019-09720-1](http://doi.org/10.1007/s11056-019-09720-1).

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Elliott, S., S. Chairuangsri, C. Kuaraksa, S. Sangkum, K. Sinhaseni, D. Shannon, P. Nippanon & B. Manohan. 2019. Collaboration and conflict - developing forest restoration techniques for northern Thailand’s upper watersheds whilst meeting the needs of science and communities. ***Forests*** 10(9): 732; [doi.org/10.3390/f10090732](http://doi.org/10.3390/f10090732).

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[www.forru.org/library/0000047](http://www.forru.org/library/0000047)

Elliott, S., G. Gale & M. Robertson (Eds), 2020. Automated Forest Restoration: Could Robots Revive Rain Forests? FORRU-CMU, Chiang Mai Thailand, 2015, 254 pp. [www.forru.org/library/0000099](http://www.forru.org/library/0000099)

Di Sacco, A., K. Hardwick, D. Blakesley, P.H.S. Brancalion, E. Breman, L.C. Rebola, S. Chomba, K. Dixon, S. Elliott, G. Ruyonga, K. Shaw, P. Smith, R.J. Smith & A. Antonelli, 2021. Ten guidelines for tree planting initiatives to optimise carbon sequestration, biodiversity recovery and livelihood benefits. ***Global Change Biology***27:1328-1348. (doi.org/10.1111/gcb.15498). [www.forru.org/library/0000207](http://www.forru.org/library/0000207)

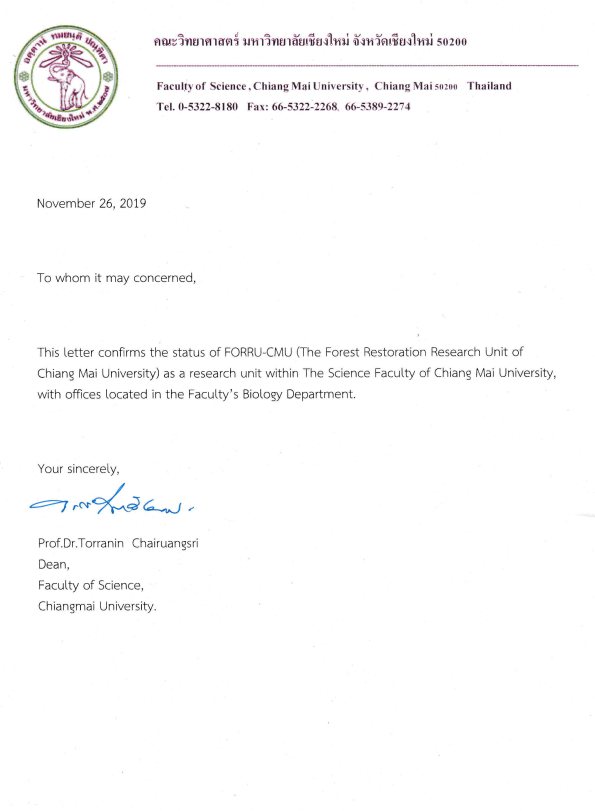
1. **Income and Expenditure statement for the most recent fiscal year**

FORRU-CMU is a research unit within Chiang Mai University. The unit’s research and educational activities are funded solely by research grants (from both Thailand government and foundation sources), private sector CSR and individual donations.

**Financial summary FORRU-CMU 1/10/20-30/9/21:**

|  |  |  |
| --- | --- | --- |
| **Income** | **THB** | **JPY  @3.4797/THB** |
| Grants from donors | 1,902,845 | 6,621,330 |
| Education Services Provided | 99,625 | 346,665 |
| Misc. Sales | 25,960 | 90,333 |
| Bank interest | 19,888 | 69,204 |
| **TOTAL INCOME** | **2,048,318** | **7,127,532** |
| **Spent** |  |  |
| Salaries | 1,164,087 | 4,050,674 |
| Office and book printing | 290,448 | 1,010,672 |
| Equipment and computers | 110,424 | 384,242 |
| Materials | 41,513 | 144,453 |
| Transportation | 120,505 | 419,321 |
| Miscellaneous | 563,776 | 1,961,771 |
| **TOTAL SPENT** | **2,290,753** | **7,971,133** |
| ***ACCUMULATED SAVINGS*** | ***242,435*** | ***843,601*** |

APPENDIX 1 – FORRU-CMU Status (https://www.forru.org/about/our-mission)



The status of FORRU-CMU (the Forest Restoration Research Unit of Chiang Mai University) is a research unit within the Science Faculty of Chiang Mai University, with offices located in the Faculty’s Biology Department.

1. **Name of unit:** FOREST RESTORATION RESEARCH UNIT of CHIANG MAI UNIVERSITY (FORRU-CMU)
2. **Function**: FORRU-CMU’s mission is i) to devise and test original techniques to restore tropical forest ecosystems, in terms of biomass, structure, biodiversity and ecological functioning and ii) to disseminate its research results to stakeholders involved in tropical forest ecosystem restoration, through education and outreach activities and publications.
3. **Location**: Biology Department, Science Faculty, Chiang Mai University, Huaykaew Rd, Chiang Mai, Thailand 50200
4. **Type of entity**: Research Unit, also providing environmental education and outreach services, under the Science Faculty of Chiang Mai University. FORRU-CMU is a non-government, non-profit entity, entirely dependent for funding on applications to academic research & education funding bodies, donations and payments for providing educational services.
5. **Directors**: the unit is directed by Dr. Stephen Elliott, Dr. Sutthathorn Chairuangsri, Dr. Dia Shannon and Dr. Pimonrat Tiansawat, all Faculty Staff of the Biology Department, Science Faculty CMU, through staff co-ordination meetings every 4-6 weeks.
6. **Duration**: the unit was established on November 24th 1994 is subject to annual confirmation by the CMU Science Faculty.

**Name, signature and address of the founder (who is the person in charge of setting up the entity):** Dr. Stephen Elliott, Biology Department, Science Faculty, Chiang Mai University, Thailand 50200.