

TRAINING OPERATION MANUAL

(Second Edition)

November 1997

Kenya/Japan Social Forestry Training Project
Kitui Regional Social Forestry Training Centre

PREFACE

The Kenya/Japan Social Forestry Training Project (SFTP) started the preparatory phase in 1985. Following two years preparatory phase, the first phase and the second phase had been conducted for five years respectively. The project has carried out various kinds of training activities in Kitui and Muguga. The Kitui Regional Social Forestry Training Centre (hereinafter referred to as "Kitui Centre") has provided the training courses for grass-roots level persons such as farmers, primary school teachers, and front-line extension staff.

The TRAINING OPERATION MANUAL (First Edition), was written based on experiences accumulated through implementation of the training courses conducted during the first phase and published at the beginning of the second phase by Kitui Training Section. After the first edition published, further experiences in operating the training courses were accumulated during the second phase. Therefore, this "TRAINING OPERATION MANUAL (Second Edition), is published as a revised edition of the first edition implying further experiences. I hope this manual would be useful not only for training staff in Kitui Centre but also persons in charge of training in other organizations/projects who have similar trainings for grass-roots level.

Finally, I would like to express my gratitude to my colleague Mr. Kemmochi, Kenyan counterparts and the training staff who helped in the publishment of this manual.

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Training Expert-SFTP

Abbreviations

F.T.A.S. Course	:	Field Technical Assistant Staff Course
DC	:	District Commissioner
DAO	:	District Agricultural Officer
DEO	:	District Education Officer
DFO	:	District Forest Officer
FD	:	Forest Department
HQS	:	Headquarters
ICRAF	:	International Centre for Research in Agroforestry
JICA	:	Japan International Cooperation Agency
KEFRI	:	Kenya Forestry Research Institute
KENGO	:	Kenya Energy and Environmental organization
MENR	:	Ministry of Environment and Natural Resources
MoA	:	Ministry of Agriculture
MoE	:	Ministry of Energy
MoEd	:	Ministry of Education
MoL	:	Ministry of Livestock
MRST	:	Ministry of Research, Science and Technology
NGO	:	Non-governmental organization
SFTP	:	Kenya/Japan: Social Forestry Training Project
T.S.C. Meeting	:	Training Sub-committee meeting

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1 **Introduction**

1.1 **Background**

Training courses in Kitui Regional Social Forestry Training Centre (hereinafter referred to as “Kitui Centre”) have been implemented for “grass-roots level” persons in the target area, namely Semi-arid lands of Eastern Province except Isiolo, Marsabit, and Moyale districts, since December 1988 by Kenya/Japan Social Forestry Training Project (hereinafter referred to as “the Project”) so as to promote and disseminate self-reliant tree planting activities at the grass-roots level. As regards contents of the courses, Kitui Centre has emphasised practical knowledge and techniques to trainees rather than conceptual presentations. During phase I (1987-1992), Kitui Centre had offered three kinds of courses: namely, Farmers’ Course, F.T.A.S. Course (Field Technical Assistant Staff Course) and Teachers’ Course, and offered other two kinds of courses namely Short Course for Nursery Foremen and Nursery Foremen’s Course which were temporarily implemented because of unavoidable circumstance (cf. the Project working paper No. 8” Report of Training Activities from November 1987 to March 1990-plan and Implementation-”on detail). In addition to these, Kitui centre has provided Women’s course, Community Leader’s course, Agroforestry for F.T.A (Field Technical Assistant course) and Training of Trainers course during phase II (1992-1997). Incidentally, F.T.A’s course in phase I changed its name to Front-line Extension staff course in phase II. Besides, two extra courses, namely On-farm tree nursery course and Extra teacher’s course, were conducted for nursery foremen, farmers and teachers in new target areas of the extension section of the project.

Knowledge of the operation of training activities in Kitui Centre has been accumulated especially through implementation of the training courses. After the phase I, “TRAINING OPERATION MANUAL” systematizing the know-how to run each training course accumulated through implementation of the courses during phase I was published. This “TRAINING OPERATION MANUAL ver. 2” is a revised edition of the first manual implying further experiences in operating the training courses accumulated during phase II.

This training operation manual is not only for training officers newly involved in the training section in Kitui Centre but also for the experienced officers in order to carry out the training activities in Kitui Centre smoothly without any trouble.

A flow-chart for training activities is shown as Fig. 1 so that readers of this manual can grasp whole flow of the training activities

1.2 General Direction

The training officers should realise and keep in mind the following points, when the officers carry out the training activities.

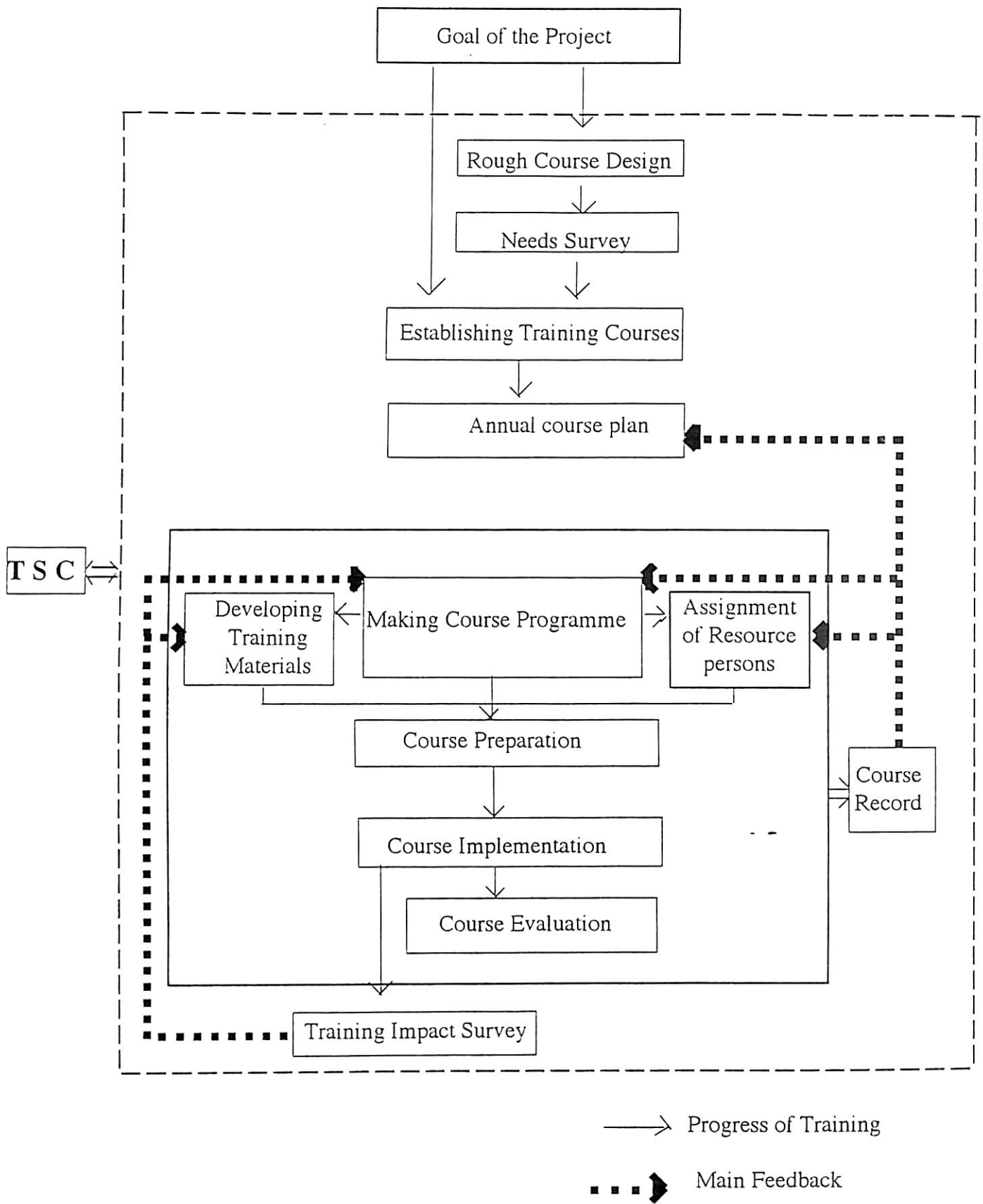
- (1) The officers should grasp contents of their work well.
- (2) The officers should keep the deadline day for the work.
- (3) The officers should accurately direct their subordinate staff such as typist.
- (4) The officers should check progress of their works by themselves without entrusting the work to the subordinate staff completely.
- (5) When works on which the officers instruct the subordinate staff are finished, the officers should be sure to check the works.
- (6) The officers should keep records of the training activities to accumulate experiences.
- (7) The officers should closely co-operate with each other. In other words even if one officer is not in Kitui Centre with some duty, the other officers should understand the work and carry out the work without delay instead of him/her.

2. Course Establishment

2.1 Rough Course Design

In establishing training courses on social forestry, the training officers should preliminary make out a rough course design composed of target trainees and outline of training contents. For the rough course design, firstly the training officers should consider what level of trainees the

Fig. I FLOW-CHART FOR TRAINING ACTIVITIES



course would be focused on. Basically, the courses held at Kitui Centre are focused on grass-roots level persons in rural areas. The officers, however, should specify level of grass-roots persons for the courses because the range of grass-roots level persons is wide. After that, the officers should draw rough course designs with consideration of information collected from reference materials, the officers own experiences, creative and original ideas. In the design the officers should adopt presentation methods that enable trainees to obtain practical knowledge and techniques as much as possible. Also, the design can be one of bases and materials to make a questionnaire and decide objects for needs survey in the *chapter 2, section 2.2*.

2.2 Needs Survey

A needs survey should be carried out to obtain information on the actual situation of tree planting activities in specific rural areas, including outstanding problems, local needs and other related matters on the establishment of the training courses in any training programmes. It is also important to grasp subconscious needs as well as surface needs. When new training courses are to be established, such a needs survey should be carried out prior to the introduction of the courses.

Data collected through the needs surveys should be incorporated in the development of a final draft of annual course plan and course programmes (*see chapter 2, sub-section 2.3.2 and 2.3.3*).

The even basic direction of training courses based on the rough course designs can be modified in consequence of the needs survey. Some sections in the questionnaire for a needs survey should be composed based on the rough course design.

For details of the needs surveys such as survey methods and the questionnaire, please refer to the project working paper No. 2 “Report of the Surveys on Training Needs”, the project working paper No.5 “ Report of the Survey on Training needs in Semi-Arid areas of Kitui, Machakos, Embu and Meru Districts”, “Report of the Survey on Institutional Social Forestry Training for Women Farmers’, and the project working paper No. 12“ Technical Reports on Training Activities in Kitui Social Forestry Training Centre, April 1992 to March 1993”.

2.3 Appropriate course design

After the needs survey are carried out, the training officers should draw the final draft of appropriate course design based on the rough course design, and results of the needs survey considering achievement of the goal of the project or KEFRI. For the final draft of the course design, kinds of course should be decided firstly, and an annual plan should be composed, and then the course programmes of each course should be considered in detail.

2.3.1 Establishment of courses

The Officers should determine what kinds of training courses are established in Kitui Centre considering following points:

- Object of the course
- Contents of the course
- Target of the course
- Duration of the course
- Number of trainees for the course

2.3.2 Annual planning

The training officers should make an annual plan for the training courses combining the kinds of training courses. Firstly the officers should determine what kinds of training courses Kitui Centre must establish. Secondly, the officers should decide the frequency per year, the duration and the number of trainees for each kind of course, considering various related issues such as priority of each course, the total number of courses per year, financial matters and so on.

According to the experience, ten courses per year, which are mostly two-week courses, are the maximum in terms of time for preparation, implementation, and evaluation by a few training officers apart from the expenses.

Lastly, the officers should concretely determine the period of each course in a year. The officers should consider the following points in scheduling training courses in any calendar year.

- to avoid periods when prospective trainees would be fully occupied in doing some work; for example, the busy farming season against farmers' courses or women's courses and when schools are on session against teachers' courses.
- to avoid running period of school against women's courses also, because women intend their children to take care of housework while attending the courses.
- to avoid seasons in which many resource persons would take their annual leave, such as December.
- to avoid duration in which trainees for Muguga National Social Forestry Training Centre (hereinafter referred to as "Muguga Centre") visit and stay Kitui Centre because they use training and accommodation facilities.
- to avoid National holidays of Kenya.
- to allow adequate preparation time between each course and the next.

An annual plan for the training courses should be designed at the end of the previous year.

Please see *Annex 1*, a sample of annual plan for the training courses in Kitui Centre. One of Muguga Centre is also in the Annex as a reference.

2.3.3 Course Programme

A course programme should be drawn up based on results of the needs surveys (*see chapter 2, section 2.2*) and other related information and ideas such as the evaluation for the past courses and course programmes of other on-going similar projects.

The training officers should carefully consider the following points in composing the course programme.

- objectives of each course.
- objectives of each subject and nature of the subject contents (is it better covered by a lecture or practice).
- scheduling of lectures considering flow of related subjects and their logical sequence.
- frame of period of a class.
- adequate time for each lecture considering whole balance of course programme as well as relative subject difficulty importance.
- allotment of more practical time such as practice and field trips as much as possible so as to enable trainees obtain practical knowledge and techniques.
- a study tour that is more effective and suitable for the respective level of trainees for each course.

For the frame of period of a class, it is better to avoid long frame because trainees would be tired and may lose their concentration. Besides, a regular frame of a class, for example 55 minutes lecture and 5 minutes break, make it easy to keep the programme.

Please see *Annex 2*, samples of course programmes for each course including lecturers.

2.3.4 Development of curricula

The course programme should be revised based on the evaluation of the course and as occasion arises.

In the event that new subjects are incorporated into the on-going courses in Kitui Centre the officers should consider the following points .

- necessity of practice, demonstration and field trip.
- to remove the existing subjects, squeeze allocated hours of existing subjects, amalgamate related subjects or even expand course duration.
- the logical sequence if there are associated subjects.

Considering these points, the officers should pick the resource persons and arrange for a new subject with them. At the beginning, a new subject should be made a trial in the course, and after that, it should be evaluated by responses of trainees whether it is a useful subject. If necessary, it is recommended that a survey should be done to clarify trainee's opinions on it. Finally, it should be decided whether it is introduced regularly to the courses or not.

2.4 Assignment of Resource persons

2.4.1 Lecturers

(A) Assignment

Firstly and foremost, the training officers should look for and identify qualified lecturers for the subjects they would be asked to teach in accordance with course programme .

Then, the training officers should choose lecturers among those who work in Kitui Town because of easy contact and various arrangement with lecturers . Alteration of the lecturers is not avoided because of reasons such as transfer of the lecturer. Not only branch offices of the Government organizations such as MENR (especially FD), MRST, MoE (especially Agroforestry Centre), MoA and MoL, but also local stations of NGOs such as KENGO can be designated as organizations which provide resource persons as the lecturers. Also staff of the project ,KEFRI, and the training officers themselves as well as staff of the pilot Forest Sub-Project, can be included in resource persons as the lecturers (*see chapter 7, sub-section 7.1*). It is desirable to choose resource persons from the staff of the project or KEFRI to reduce payment of honorarium and to make contact with them easier. It is recommended that a substitute of each resource person should be found for an occasion of absence of the resource person.

Please see Annex 3, list of resource persons for the courses conducted in phase II.

(B) **Points to be consulted with Lecturers**

After the lectures are determined, the training officers should make arrangement with each lecturer on the following points:

- objective of the subject.
- language to be used.
- detail of lecture contents and lecturer's presentation methods.

The officers should take care not to overlap the contents with those of other lecturers.

- utilization of many teaching aids such as overhead projector (hereinafter referred to as "OHP"), slides and specimen (*see chapter 6, sub-section 6.2.2*). Resource persons should be trained to use these teaching aids effectively on an occasion such as the Training of Trainers course.

(C) **Handouts**

The training officers should request lecturers to prepare handouts which help trainees to understand and remember what they learn during the courses. This should be done as follows:

- The officers should request lecturers to prepare relevant handouts when training courses are initiated.
- If new subjects are incorporated into the on-going course programme or into the course established newly, the officers should request the lecturers to prepare handouts for the new subjects.
- If a lecturer is changed for some reasons, such as transfer of lecturer or acquisition of a better lecturer, the officer should request the new lecturer to revise the handout prepared by the former lecturer; in other words, the new lecturer can add new information into

the handout and change and remove certain information from the handout. (A complete new handout need to be requested).

- It is not necessary to prepare handouts for subjects already in the textbook or handouts produced by the project (*see chapter 6, sub-section 6.2.1,6.2.3*), even if lecturers change. If the lecturers have any practical and useful additional information (techniques and/or knowledge) which are not covered in the existent textbook or handouts, then they may prepare a supportive handout.
- For courses targeting farmers (included women farmers) the handouts should be prepared in Kiswahili.

The officers should proof read the handouts in advance before producing the copies. If the officers find improper parts and/or too many conceptual parts in the handouts, the officers should make the lecturers modify the handouts according to prior consultation on the lecturers with the lectures mentioned in the *chapter 2, sub- section 2.4.1 (B)*.

2.4.2 Guests of Honour for opening and closing ceremonies

The officers should decide guests of honour for opening ceremony and closing ceremony and ask the persons in advance. These roles should be officiated by persons from among the nominators in Kitui such as D.C,DFO,DEO,DAO etc.

2.5 T.S.C Meeting

The Training Sub-Committee (hereinafter referred to as “T.S.C meeting”)should be organized to discuss , monitor and evaluate training activities by both Muguga and Kitui centres. During phase II, the T.S.C meeting has been held each quarter. The members of the meeting were Director KEFRI or Deputy Director KEFRI, Chief Advisor and assistant advisors of the project, training staff in both centres, and also representatives from Ministry of Environment and Natural Resources-Forest Department, Ministry of Research, Technical Training and Technology.

They reviewed the course conducted at both centres in the last quarter and discussed the course programmes in the next quarter. They also discussed any matters related to training activities such as development of training materials and training impact surveys. Issues mentioned in *chapters 2, section 2.1 to 2.4* should be proposed in the T.S.C. Meeting, discussed, and approved. It is needless to say that the final course programme should be made based on suggestion and recommendation of the T.S.C. Meeting.

3. Course Preparation

The ways and procedures for preparing training courses are described in this chapter. The overall schedule of general course preparation is shown in Table 1. The details of the preparation is described below. The details of the preparation is described below. As some parts of the preparation are different from each other depending on the course, firstly general preparation is described, and then, preparation for specific occasions is added later.

3.1 Nomination and Invitation of Trainees

3.1.1 Ordinary Nomination and Invitation

Firstly, the training officers should decide the target area from where the trainees should be nominated. The target area should be focused so that the training impacts could root in that region surely. Although each district in Eastern Province except Isiolo, Moyale, and Marsabit has been given chances of nomination to the courses equally during phase II, it seemed to be scattered too much. In addition, the criteria of trainees, for example, the education level or experiences of tree planting, should be more clarified. This helps to ensure that the trainees acquire knowledge and skills efficiently from the training courses. The criteria should be written in the nomination letter.

Secondly, the officers should determine the number of persons to be nominated taking some absence into account. The number of nominees are estimated by adding a small number to the

Table 1 Schedule of Course Preparation

Time Object	<div style="display: flex; justify-content: space-between; padding: 5px;"> One and a half month advance One month advance 2 weeks advance The Course starts </div>
Nominator (Trainee)	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Send Nomination letters</p> <p>↓</p> </div> <div style="width: 20%; text-align: center;"> <p>7-10 days advance</p> <p>Send back to centre by the deadline</p> </div> <div style="width: 40%; text-align: center;"> <p>↑</p> <p>Incase of no reply, confirm by telephone or direct contact</p> </div> </div>
District applicant	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Send invitation letters</p> <p>↓</p> </div> <div style="width: 20%; text-align: center;"> <p>Confirm at least 2 days in advance</p> </div> <div style="width: 40%; text-align: center;"> <p>↑</p> </div> </div>
Personel Person	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Send request letters (2-3 weeks advance)</p> <p>↓</p> </div> <div style="width: 20%;"></div> <div style="width: 40%; text-align: center;"> <p>↑</p> </div> </div>
Guest of honour	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Send invitation letters (2-3 weeks advance)</p> <p>↓</p> </div> <div style="width: 20%; text-align: center;"> <p>Confirm at least 3 days in advance</p> </div> <div style="width: 40%; text-align: center;"> <p>↑</p> </div> </div>
Organization for Study Tour	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Send request letters (2-3 weeks advance)</p> <p>↓</p> </div> <div style="width: 20%;"></div> <div style="width: 40%; text-align: center;"> <p>↑</p> </div> </div>
Training materials Distribution materials	<div style="display: flex; justify-content: space-between; padding: 5px;"> <div style="width: 40%; text-align: center;"> <p>Copy of handouts</p> <p>↓</p> </div> <div style="width: 20%; text-align: center;"> <p>Procure training materials</p> </div> <div style="width: 40%; text-align: center;"> <p>↑</p> <p>Prepare distribution materials</p> </div> </div>

prescribed number of the trainees. For example, in case the prescribed number of the trainees is 30, 32-34 persons should be nominated. The prescribed number of the trainees has been limited to 30 by the capacity of accommodation in Kitui Centre. At the same time, the officers should determine the nominators for each course. The organizations related to each course at the district level such as D.C., D.F.O, D.A.O, D.E.O and the extension section of the project were nominators during phase II.

Please see Annex 4, table of nominators in phase II

The nomination letters should be dispatched early enough (one month to one and half months in advance) before the start of a training course. It is recommended that they should be sent through registration mail when mailing is necessary.

The nomination letter should consist of the following (*Annex 5*):

- letter for nominator with the official letter head (hereinafter referred to as “the letterhead”). (for the nominator).
- list of information papers attached. (for the nominator)
- course information including the course programme. (for the nominator)
- general information including the map of Kitui town (for nominator).
- nomination form. (for the nominator)
- needed numbers of invitation letters for trainees.

The invitation letter consists of letter for trainee with the letter head, course information including the course programme and general information including the map of Kitui town. (for the trainees).

Kiswahili version of the general information should be attached for the trainees of farmers’ course and Women’s course. Number of the invitation letters for trainees enclosed with the nomination letter is the same as the number which the officers request each organization to nominate. The above components of the nomination letter except the invitation letters should be stapled in descending order. Each invitation letter package for trainees should be stapled.

The following points should be specified in the letter for the nominators:

- Course name
- Course duration
- the number of persons to be nominated
- to nominate the trainees from all the divisions of semi-arid and arid areas who have not so far attended any courses at Kitui training centre
- to consider gender balance (except for Women's courses)
- to nominate trainees who can communicate in Kiswahili (for farmer's courses and Women's courses)
- to give the invitation letter to each nominee nominated by the organization.
- to fill out and send back nomination form by the deadline date (the deadline date should be seven days to ten days before starting day of the training course)
- Possession of the information sheets attached.

In spite of the criteria clarified in the letter, sometimes unsuitable persons are nominated to the course. In this case, the training officers should caution the nominators about it.

The following points should be specified in the letter for trainee:

- course name
- course duration
- possession of the information sheets attached
- reimburse for only public transportation on road

During phase II, Kitui Centre provided transportation (the project's vehicle) for trainees of farmer's courses and women's courses from Meru, Chuka, Embu and Siakago in order to promote attendance of farmers who did not have money for transportation to Kitui Centre. In case like this, this special information should be specified in the letter for the nominators and the trainees as below.

- to provide trainees from Meru, Tharaka/Nithi and Embu districts with vehicle transport from Meru, Chuka , Embu and Siakago Towns to Kitui Centre, including specific information of the plate number of the vehicle and the respective time for boarding in Meru , Chuka, Embu, and Siakago Towns.

In this case, the number of trainees to be nominated from Embu, Meru ,Tharaka/nithi and Mbeere districts for a farmers' course and women's course should be decided depending on the capacity of the vehicle that collect the trainees.

Please see *Annex 5*, a sample of the nomination letter. The Annex is divided into two parts. One is for nominators shown as *Annex 5-1*, the other is for trainees shown as *Annex 5-2*. Respective two kinds of letters for nominators and trainees with the letterhead are shown in the Annex (choose either one of the letters depending on nominators or trainees when the officers actually prepare the nomination letters).

3.1.2 Other Nominations and Invitations

(A) Request for participation from individual persons and organizations inside the Target Area

In the event that individual persons or organizations inside the target areas apply for participation in the courses or dispatch of their persons to the courses, the procedures to be followed for considerations are:

- (1) The training officer should examine their level, condition of their field (semi-arid lands or not) and decide whether such persons are suitable for the courses.
- (2) If applicants are suitable for the course, the officers should directly send invitation letters for the individual persons which are same as composition and contents of the ordinary invitation letter for trainees mentioned in the *chapter 3, sub-section 3.1.1*. or send nomination letters for the organizations which are same as composition and contents of the ordinary nomination letter (including invitation letter for trainees) mentioned in also the *chapter 3, sub-section 3.1.1*

In this case, the conditions are the same as those for the trainees nominated by means of ordinary nomination mentioned in the *chapter 3, sub-section 3.1.1*.

(B) Tiva Casual

In the event that Tiva casuals are invited as trainees from the pilot forest sub-section, the procedure is as follows:-

- (1) Information of the course is given to the section in advance.
- (2) Consultations among the section staff, the Team Leader and the Pilot forest Manager.
- (3) If some of Tiva casuals should participate in the courses, formal request and a name list of the candidates should be submitted to the training officers through Team Leader or Pilot Forest Manager.
- (4) If it is acceptable, invitation letters which are same as composition of the ordinary invitation letter should be sent to the Tiva casuals through their respective sections that they belong to, and the copy of the letter given to the Team Leader and the pilot Forest Manager. Composition of the invitation letter is same as one of the ordinary invitation letter for trainees mentioned in *the chapter 3, sub-section 3.1.1*. As regards contents of the invitation letter, contents of only general information for Tiva casual are different with one in the ordinary invitation letter (*see Annex 6*).

In this case, the conditions are as follows:

- (1) Salary for the working days during the course is to be paid to them.
- (2) Transportation expenses are paid if they use public means.
- (3) Distribution materials for course, food and accommodation are provided.
- (4) Any other allowances except study tour allowance are not to be paid.

(C) Request for participation from individual persons and organizations outside Target Area

In the event that individual persons or organizations outside the target areas apply for participation in the courses or dispatch of their persons to the courses, the procedures to be followed for considerations are:

- (1) The training officer should examine their level, condition of their field (semi-arid lands or not), and decide whether each persons are suitable for the courses.
- (2) If they are suitable for the courses the officer should send a letter asking whether they can accept condition (2) mentioned below and requesting that the reply should reach Kitui centre by the deadline date based on time for preparation of the ordinary nomination letter. Therefore the officers should send the letter enough time in advance.
- (3) After the officer has received the reply that they can meet the conditions (2), the officers should directly send invitation letter for the individual persons which are same as composition of the ordinary invitation letter mentioned in the *chapter 3, sub-section 3.1.1.* or send nomination letters for the organizations which are same as composition of the ordinary organizations which are same as composition of the ordinary nomination letter (including letters for trainees) for trainees mentioned also in *chapter 3, sub-section 3.1.1.* However as regards contents of the invitation and nomination letters, contents of the letter for trainees and nominators with the letterhead and general information are different with ones of the ordinary invitation and nomination letter (*see Annex 6*). Special information to be specified in the letters for the nominators and trainees from outside the target area is that transport expenses for both ways are not paid by Kitui Centre.

In case of these individual persons and organizations from outside the target area, the basic conditions are as follows:

- (1) Distribution materials for course, food and accommodation are provide.
- (2) Any allowances such as travelling allowance are not to be paid except study tour allowance.

However, since persons who apply for participation in the course directly to Kitui Centre must be eager in tree planting, the training for such persons would be very effective. Therefore, Kitui Centre should invite such persons with travel allowance as long as the budget is allowed.

Please see *Annex 6*, a sample of nomination letter for nominator and invitation letter for trainees from outside the target areas. Only the letters with the letterhead and general information are shown in this Annex because course information including course programme and map of Kitui Town are same as those for the ordinary nomination as shown in *Annex 5* . Also general information for Tiva casual is lastly shown in this Annex

In the event that the above persons mentioned in this *chapter 3, sub-section 3.1.2* are invited to the courses, the officers should reduce the number of persons nominated by the ordinary nomination as the total number of trainees is to be equal to the number planned for each course.

3.2 Invitation letters and others

3.2.1 Invitation letter for lecturer

The training officers should continually make efforts to obtain information on resource persons; for example, more suitable lecturers, transfer of lecturers, their leave and the relieves. Lecturers should be finally determined before preparation of invitation letters for lecturers .

In case a lecturer is not available for a course, the officer should consider and take action based on procedures on case of absence of lecturer in *chapter 3, sub-section 3.3.2 (B)*.

In accordance with the final lecturers plan, the officers should despatch invitation letters for all lecturers two to three weeks in advance before the start of a course.

The invitation letter should contain course information including course programme. The following points should be specified in the letter for lecturers with letterhead:

- course name
- course duration
- specific methods of lecture (class room lecture, demonstration, practice and/or field trip)
- provision of response confirming attendance by lecturers
- possession of information sheets attached.

When lecturers are drawn from Pilot forest of the project, copies of the letter should be given to their supervisors.

Please see *Annex 7*, a sample of the several types of invitation letters for the lecturers.
Please make a reference to *Annex 5* for the course information including the course programme to be attached to the letters

3.2.2 Invitation Letters for Guests of Honour for opening and closing ceremonies

In accordance with the final course programme, the training officers should despatch invitation letters for guests of honour for opening and closing ceremonies from three weeks to two weeks in advance before start of a course.

The course information including the course programme should be attached to the letters. The following points should be specified in the letters for the guests of honour.

- course name
- course objective
- course duration
- date and time of the ceremony
- possession of information sheets attached.

Please see *Annex 7*, a sample of the invitation letter for guest of honour for the opening ceremony. The annex does not contain the letter for the guest of honour for the closing ceremony because it is similar to the one for the opening ceremony. Please make a reference to *Annex 5* for the course information including the course programme to be attached to the letters.

3.2.3 Request letter for organization for Study Tour.

For a study tour on Saturday during a course, request letters for the organisations to be visited should be prepared and despatched from three weeks to two weeks in advance before the start of the course in accordance with the final course programme.

The course information including the course programme should be attached to the letters. The following points should be specified in the letter for the organizations:

- course name
- course duration
- date and time of visit
- request of showing the trainees it's activities in centres and/or fields
(purpose or objective of the visit)
- possession of information sheets attached.

Please see *Annex 7*, a sample of the request letter to the organization for a study tour. Please make a reference to *Annex 5* for the course information including the course programme to be attached to the letter.

3.3 Confirmation of participation

3.3.1 Trainees

If the nomination forms duly filled out have not been send back to Kitui centre by the indicated deadline (*see chapter 3, sub-section 3.1.1*), the training officers should confirm by means of telephone or direct contact whether organizations upon request of the project have already nominated the trainees properly.

3.3.2 Lecturers

(A) Confirmation

The training officers should confirm attendance of the lecturers at least two days in advance, even though there could be no information about their absence.

(B) Alternative for Absence of Initial Lecturers

If some lecturers cannot give a lecture due to previous engagement of unpredictable circumstances, the training officers should choose either one of the following alternatives.

- (a) to exchange the period planned in the course programme for another period which is convenient to the lecturer. In this case, the initial lecturer for that other period must also be able to agree to the change.

- (b) to find an other appropriate person who can give a lecture instead of the initial lecturer. There are three methods to find such a person. One is to request the initial lecturer to identify the suitable person, or the officers to find one or further still to choose one competent person among the officers themselves.

The baseline requirement for choosing one from among the above alternatives are:

- (1) The officers should choose alternative (a) in case of no obstacle to logical sequence of the course programme, even if the officers can find a person who have same ability as the lecturer because most of the initial lecturers are used to giving lectures in Kitui Centre.
- (2) If there are any obstacles to logical sequence of the programme, the officers should choose alternative (b)
- (3) If the exchange of the lecture periods is impossible due to lack of time for arbitration etc., the officers should opt alternative.(b)

3.3.3 Study Tour

For a study tour on Saturday during a course, the training officers should confirm the booking of the visit and the offer of resource persons to explain activities of the organizations to be visited by means of telephone or direct contact at least three days in advance before the visiting day. In addition to that, the officers should confirm a hotel where trainees take lunch. If necessary, the hotel should be booked.

3.4 Distribution Materials to Trainees

Since distribution materials are given to all trainees at the registration, the materials should be prepared before the first day of the course based on “list of distribution materials” (*see Annex 8, a sample of the list*). The number of sets of distribution materials to be prepared equals the number of trainees expected plus about five as a floating balance (for example, in case that the number of trainees expected is 30, the number of sets of the

distribution materials should be about 35). Those are enough for all trainees, new lecturers and the course record.

The distribution materials consists of;

- list of distribution materials (*Annex 8*)
- one textbook either English version or Kiswahili version.
("Social Forestry Techniques part one")
- some handouts to be used in the course
- project brochure
- course programme
- guide for training participants with the map of Kitui centre
- each one of the two kinds of the project stickers
- notebook
- ball-point pen

To prepare the distribution materials, firstly the remaining numbers of "the list of distribution materials, "the handouts" and "the guide for training participants with the map of Kitui" should be counted for re-use if remaining materials are still available and have not been revised since the previous courses. Secondly, the necessary number of the copies of the course programme in addition to the above materials should be produced by lithograph or photocopy machine so that the total number of each material can be the number of trainees plus about five (as it was mentioned above). Finally, all of the materials to be distributed to a trainee are placed a document wallet before the training course.

Kiswahili versions of "the list of distribution materials" and "the guide for training participants" should be prepared for farmer's course and women's course. Where possible Kiswahili version of the handouts for farmer's course and women's course should be prepared.

3.5 Procurement of materials

The following materials should be procured if they are not enough in stock.

(A) Distribution materials for trainees

- notebook (for mainly distribution materials to trainee)
- ball-point pens of difference colours (see as above)
- document wallet mainly for putting distribution materials in)
- name plate (for trainees)
- certificates (for trainees)
- films both of print and slide
- first-aid equipment (for only trainees)
- seeds and polythene tube (for distribution to trainees, *see chapter 4, sub-section 4.4.6*)

(B) Teaching materials

- white and coloured chalk (for lecturers)
- Transparency for OHP
- Philip chart sheets (manila papers)

(C) Methods for running the courses

- file
- letter head paper
- envelopes of several sizes
- register book
- other stationery of expendable supplies
- durable stationery
- expendable supplies for copy machine
- expendable supplies for computer
- training materials for practice (*see chapter 4, sub-section 4.4.3*)
- other necessary materials

4 Course Implementation

The management and procedure for implementation of the training courses are described in this chapter. Some parts of them are specific to a certain course, but most of them are generalized to other courses.

4.1 General Management

4.1.1 Keep the programme

The training officers should keep the time according to the course programme. Unless the programme should be kept on time, the programme cannot take effect expected. Besides delay of the schedule bothers the next lecturers and the other staff like the kitchen staff or drivers of the big bus.

In order to keep the schedule “Daily Record of Training Course” has been introduced since the middle of phase II. The purpose of “Daily Record of Training Course” is that time management of a training course can be done adequately. And by recording this and by feeding back a record of this to a training meeting, TSC, TIC, it is useful in improvement of a future training course. Moreover, lots of important information on training management can be gained from this record.

One of the training officers must record every training course. And every each subject, a lecture hour, a lecturer, a belonging organization of a lecturer, a telephone number, used teaching material, a issue of management should be written concretely (*See Annex 9*).

4.1.2 Arrangements for trainees stay

During the training courses the training officers should make arrangements not only for subjects but also for trainees' stay in the centre. The specific staff are changed of their meals or laundry, then the training officers should mainly take care of trainees' health.

If a trainee caught an accident or illness, the training officers should consider to take trainee to a hospital first of all. The treatment which is done in a training Centre should limit to the provisional treatment.. The medicine which are tabulate “Medicine stock list” is prepared for an emergence treatment in Kitui Centre (*See Annex 10-1*). On distribution of a medicine, training officer must record it in form A and form B and make efforts for management proper.

Form A

It is a distribution record of a medicine. The training officers must record name of the trainee who take distribution of a medicine, a symptom, a medicine, name of the training staff who distribute medicine.

The officers should record not only medicines distributed by Kitui Centre but also medicine which a hospital distributed in order to prevent an accident by the medicine beforehand. Moreover the training officers can control inventory of a medicine by recording it in this form (*See Annex 10-2*).

Form B

It is the documents of consent of a trainee on distribution of a medicine. The training officers must record date and time, a name of a trainee, a symptom, a medicine, a signature of trainee. The training officers can not diagnoses a symptom of a trainee and can prescribe an appropriate medicine. It is made to declare to use a medicine concerning responsibility of a trainee oneself, and even though an accident occurs by the medicine which training centre distribute, it is proven that training centre don't take the responsibility of it (*See Annex 10-3*). If necessary, the trainee should be rushed to the hospital accompanied by a training officer.

4.1.3 Arrangement for transportation

The projects vehicles have been arranged to pick up and send back lecturers and guests of honour for official opening and closing ceremony except KEFRI staff. However, it was often difficult because of the trouble with the vehicles. Therefore it should be considered asking lecturers to come to the centre by themselves.

For trainees, as mentioned before, the project has provided a mini bus for trainees of farmers courses and women's courses from Meru, Tharaka/Nithi, Embu and Mbeere Districts to promote attendance of trainees of these courses. In case this service is continued, the mini-bus should be sent the previous day of the day the course commenced to the destinations accompanied by a training officer, and the officers should arrange the mini bus to send them back there next day after the last day of the training course.

Please make reference to part of the invitation letter for trainees from Embu, Meru, Tharaka/Nithi, Mbeere districts in (*the chapter 3, sub-section 3.1.1 and Annex 5*).

4.2 Registration

When trainees arrive at the centre on the first day of the training course, arrangement should be made for the trainees to fill in the register book and the distribution materials (*make reference to chapter 3, section 3.4*) should be given to each trainee. And also the registrar should assign to each of trainees a room in the dormitory.

List of trainees and their name plates should be typed according to the register book filled in. The name plates should be prepared as soon as possible. It is best that they be distributed on the second day of the course.

The list of trainees should consist of the following items commonly; Name; age; mailing address; location; division and district where the trainee live; and nominator. In addition, the designation of the trainee is added to FTA's courses and the name of school is added to Teachers' courses.

Please see *Annex 11*, the list of trainees

4.3 Guidance

Slides with a narration which constitutes introduction of the project, outline of the training course and attention particulars to use of the centre facilities should be shown to trainees on the first night of each course. The narration of English version for F.T.A.s course and teachers' course and Kiswahili version for farmers' course should be used respectively.

After showing the slides, life in Kitui centre should be explained to the trainees by using "Guidance for training participants (*Annex 12*).

4.4. Subjects

4.4.1 Opening Ceremony

An official ceremony of the training course is carried out at the lecture room. The training officers should request the guest of honour to make a speech on social forestry. One of the officers can be a master of ceremonies for better progress. If the guest of honour cannot attend the ceremony, the officers should request him to offer a respectable person on his behalf.

Group photograph for trainees should be taken after the opening ceremony, and developing and printing of the photograph should be completed by the day of the closing ceremony because the photographs should be given to trainees at the closing ceremony. (*See chapter 4, sub-section 4.4.6*).

4.4.2 Classroom

For confirmation of attendance by lecturers, please make reference to the chapter 3, sub-section 3.3.2.

In the event that the lecturers use teaching materials e.g. audio visuals such as a OHP and/or a slide projector, the apparatus should be prepared by the lecture starts. One of the training officers should attend the lectures to keep the record.

4.4.3 Practice and Demonstration

The materials for practice and/or demonstration should be prepared and/or procured in advance. The materials, which should be prepared, naturally depends on the subjects. The following table is shown as an example, whose materials were used during phase II.

Table 2 Materials for practice and demonstration

SUBJECT	TOOLS/MATERIALS
Nursery establishment, techniques & management	Jembes, rakes, watering cans, wheelbarrow, soil sieve, pruning knives, forked jembe, polythene tubes, soil & manure seedlings for pricking out.
Seed pre-treatment	Different seed species, knives, sand paper, pair of scissors, sharpening files, sufurias, jiko, water, charcoal
Medicinal & edible plants	Sufuria, jiko, glasses, Secateurs, leaves of various medicinal tree species, water basin, charcoal
Organic farming	Sisal twine (string), A-frame model, manure, jembes, rakes, forked jembes, slashier, panga
Energy Conservation	KCJ, kuni mbili, maendeleo, Enzaro jiko models
Bee keeping	K.T.B.H (Kenya Top Bar Hive), catcher box, honey harvesting ware (comprising of veil, gloves, overall & gumboots), bee brush,

Bee keeping	feeder box, queen excluder (wire mesh), smoker, hive tool
Budding & Grafting	Budding knives, polythene tubes, bud woods (scion) seedlings- rootstocks for budding or grafting
Family planning	Family planning teaching aids & models
Tree protection	Specimen of insects & termite queen

Practice and demonstration are also kept record by a training officer as well as lecturers in the class room.

4.4.4 Field Trip and Study tour

For confirmation of attendance of lecturers and visits for study tour, please make reference to the chapter 3, section 3.3.

A big bus (40 seater) should be arranged for field trip and study tour. The bus should be maintained in good condition for the course. The fuel for the bus should be calculated according to the distance of each trip and fund for it should be prepared in advance.

In addition for a study tour, the training officers should arrange for trainees' lunch. They should find an appropriate hotel and order the menu and confirm in advance, if necessary, and calculate the cost including concerned people such as a driver and a conductor.

The visit sites of study tours in each course conducted during phase II are shown *Annex 13* as a reference (*See Annex 13*).

4.4.5 Group discussion

From group discussion, the training officers should choose some discussion advisors who can manage the group discussion well among the lecturers in advance from varied organizations. Before the period of group discussion, the trainees should be divided into

small groups so that the number of persons per group is five or six for effective discussion. Accordingly, if the number of trainees is 30, five or six groups would be supposed to be made. Topics concerning social forestry should be decided by the officers in advance from following aspects: trainees reviewing what they learn in the training courses, and the results of the discussion can be put into practice instantaneously by the trainees. One topic of them is given to each group at first in the period. Next, each topic should be discussed separately by each group. The officers should prepare the separate rooms or spaces so that each group can discuss the topic without interruption by another group at that time.

After discussion by each group, all trainees gather again and representative of each group present the results of their discussion. Periods for question and answer and for appropriate advice by the advisors should be organised for every presentation so as to realise more practical findings for the topics given. The officers should consider proper allocation of time.

Please see *the chapter 5, sub-section 5.1.3* for collection of results of the group discussions.

4.4.6 Closing Ceremony

An official closing ceremony of the training course is held at the dining hall. The training officers should request the guest of honour to make a speech on social forestry and the training course. One of the officers can be master of ceremonies for better progress. If the guest of honour cannot attend the ceremony, the officers should request him /her to offer a respectable person on his/her behalf.

Table - 3 Example of the Closing programme

Time	Activities	Resource person
12:00 - 12:10	Introductory Remarks	The Project Manager, Kitui
12:10 - 12:30	Closing Speech	Guest of Honour
12:30 - 12:45	Handing over of Certificates and Materials	Guest of Honour
12:45 - 13:00	Responding Remarks	Two representatives of the Trainees.

Certificates with trainee's name, course name and course duration signed by the Director of KEFRI and the chief advisor of the project should be prepared in advance. The photograph taken at the opening ceremony should be handed over to each trainee together with certificates. The project has given seeds of some tree species and polythene tubes for trainees of some courses so that the trainees could put into practice what they learned in the course immediately.

50 polythene tubes were given a trainee of farmers courses and women's courses and 100 polythene tubes were given a training of teacher's course. In case, this distribution is continued, seeds and polythene tubes should be prepared in advance.

4.5 Extracurricular Activities

Videos concerning social forestry, family planning and entertainment should be shown after five o'clock in the lecture room or the dining hall. Video library is shown in *Annex 14*. Sports and games facilities for recreation (for example, table tennis and darts) should be prepared. It is important that trainees should relax and refresh themselves to concentrate on the lectures the following days (*See Annex 14*).

4.6 Distribution and Collection of questionnaires

4.6.1 Sheet for course Evaluation by Trainees

Course evaluation by trainees should be carried out during the training course. The sheet for the evaluation should be distributed to each trainee on the day when the first lecture commence. At the same time, the training officers should politely and correctly explain how to fill out the sheets. The officers should collect the sheets filled in on the last day of the course.

Please see *Annex 15*, samples of the two kinds of sheets for course evaluation by trainees that are for farmers' course and F.T.As. course. The sheet for a teachers' course is not attached as annex because contents of the sheet for teachers' course are similar to those for F.T.A.s course, in other words, only parts for each lecture are a bit different depending on the course programmes for teachers' course and F.T.As. Course. The Kiswahili version should be prepared for farmers' course.

4.6.2 Pre-survey Form of Training Impact Survey

Pre-surveys should be carried out to evaluate the training impacts by comparing with results of main survey (*see the chapter 5, sub-section 5.3.2*). The pre-survey form should be distributed to all participants on the earliest day during course and the training officers should politely and correctly explain how to fill out the form. All filled in forms should be collected by three days in advance before the last day of courses. Then, the officers should check whether each form was properly filled in or not. If the officers find any improper one, they should ask the trainees who improperly filled it to re-fill it properly. The Kiswahili version should be prepared for farmers' course.

See *Annex 16*, samples of the pre-survey forms for each course.

4.6.3 Other Questionnaires

The training courses provide good opportunities to collect information from trainees on their activities or opinions concerning social forestry. The officers should not miss such a good opportunity to improve training activities and to promote social forestry by means of utilizing the information collected. Especially, when the officers try to introduce a new subject or a practice in the curriculum, they should make a questionnaire and ask trainee's opinion after the trial. It is recommended that a new subject or practice should be conducted as a trial at first.

All filled in questionnaires should be collected by three days in advance before the last day of courses. Then, the officers should check whether each questionnaire was properly filled in or not. If the officers find any improper one, they should ask the trainees who improperly filled it properly. The Kiswahili version should be prepared for farmers.

4.7 Disbursement Regulation

4.7.1 Travelling Allowance for Trainees

Travelling allowance for trainees consists of transport fee, per diem and out-pocket allowance. The officers should give all trainees “travelling expenses claiming sheet” (*Annex 17*) to be filled out by the trainees and should explain the trainees how to fill in the sheet. Then the officers should collect the sheets filled in, strictly check their application and modify the application if the officers find any unreasonable claim. Next the officers should prepare a sheet for travelling allowance by means of lotus application, “original sheet of travelling allowance”, saved in the IBM computer. The officers should make the trainees sign on the sheet when the allowance is reimbursed to them. It should be done a few days before the course terminate to prevent trainees from spending it for other purposes.

(A) Transport fee

- (1) In the event that trainees from the target areas use PUBLIC MEANS (by land) in principle, transport fee for coming to and from Kitui Centre by direct route is reimbursed according to trainees’ claim based on the receipt of a single ticket. In the event that the training officers can definitely regard the trainees’ claim as unreasonable claim, the transport fee would be reimbursed properly referring to previous payment trainees who has so far come to Kitui Centre from same or near area with the trainee who claimed unreasonably.
- (2) The trainees who did not take direct route and used any means such as private transport other than public means would be reimbursed the proper amount in consideration of

transport fee for coming to and from Kitui Centre by the direct route. In the event that the Project offers a vehicle to pick up and send back trainees from long distance areas, as mentioned in the chapter 3, sub-section 3.1.1, the trainees would be reimbursed the remaining amount subtracting transport fee for round trip from the points where the project's vehicle comes to Kitui Town.

- (3) In the event that Tiva casuals participate in the training course, those who use only PUBLIC MEANS (by land) would be reimbursed transport fee for round trip between Kitui centre and Tiva Nursery by the direct route, but any other allowance except study tour allowance are not to be paid. (*See the chapter 3, sub-section 3.1.2 (B).*)
- (4) In the event that individual persons and/or those who are recommended by other organization from outside the target area participate in the training course, transport fee and any other allowance except study tour allowance are not to be paid in principal . (*see the chapter 3, sub-section 3,1.2 (c)*)
- (5) In the event the cost-sharing, which ask trainees or nominators to pay trainee's transport fee, is introduced, transport fee and any other allowance except study tour allowance are not to be paid.

(B) **Per diem**

Per diem is paid at the rate of 400 kshs./night according to the necessary number of nights one takes on coming to and from Kitui Centre based on trainees' claim. However, if the training officers find a trainee's claim is unreasonable, the per diem would be reimbursed on the basis of previous payment trainees who have so far come to Kitui Centre from same or near area with the trainee who claimed unreasonably. (*See chapter 3, sub-section 3.1.2. (B) and (C), and chapter 4, sub-section 4.7.1 (A). (3) and (4).*)

(C) **Out-of-pocket-Allowance**

Out-of-pocket allowance is paid at the rate of 90 kshs./day according to the necessary number of days for coming to and from Kitui Centre, in other words, adding two days to the reasonable number of nights mentioned above. (*See the chapter 3, sub-section 3.1.2 (B) and (C), and chapter 4, sub-section 4.7.1 (A). (3) and (4).*)

4.7.2 Study Tour Allowance

(A) **Trainee**

The same amount of out-of-pocket-allowance (90/ kshs.) is paid as those of travelling allowance shown above.

(B) **Trainer**

When a trainer accompany a study tour over lunch time, out-of-pocket allowance (100 ksh.) is paid as study tour attendance allowance. (Honourarium is paid to those who give lecture/explanation or instruct a practice in the field. (*See the chapter 4, sub-section 4.7.3*).

Table 4 Standard rates of per diem and out - of - pocket allowance

Class	Per diem	Out-of-pocket -allowance
A	600 ksh./night	120 ksh./day
B	550 ksh./night	100ksh./day

Table 5 Classification (Class A or B) of trainers

Class A

Organization	Position
FD	PFO or more
University	Assistant Professor (or person experienced) or more
Research Institute (KEFRI,etc)	Director. Deputy Director. Person who has Ph.D. Section Chief. Researcher who has experience of more than ten years
Other Ministries (MoA,MoL etc.)	Persons equivalent to position of FD above mentioned

Class B

Persons except those in Class A. Class for persons belonging to other organizations except the above can be divided on the basis of their own cover and evaluation

4.7.3 Honorarium

- (1) The KEFRI staff and Japanese experts of the project are not eligible for honoraria since their duties include training organization/implementation. Guest of honours for the opening and closing ceremony are eligible for only transport and accommodation at the same conditions shown in (4) and (5) below, if necessary.
- (2) After each lecturer finishes all lectures to be given by him/her, honorarium is paid at the rate of 150ksh./hour according to the lecture hours including an additional 1 hour each for preparation of each subject in the classroom. Therefore, in the event that a lecture in the only field constitutes a subject, an additional 1 hour for preparation is not applicable.
- (3) In the event that a lecturer prepared his lecture materials e.g. texts, reports, papers etc. for the exclusive use for the lecture, paper fee is paid at the rate of 30 Kshs./page.

- (4) In principle, the project offers a vehicle to pick up and send back lecturers and guest of honours for opening and closing ceremonies to their office except KEFRI's staff. However, if a lecturer needs transport means to attend a lecture, transport fee is paid as follows, while out-of-pocket-allowance is not payable whatsoever.
- (a) By public means
Transport fee for trainees shown in *the chapter 4, sub-section 4.7.1 (A)* is applied.
 - (b) By office vehicle
Transport fee is not payable in principle.
 - (c) By private vehicle
Transport fee is paid according to the GOK regulation.
- (5) If a lecturer needs accommodation on the way to attend a lecture, per diem should be paid.

5. Post Course Activities

The training officers should, after the training courses, keep course records evaluate the courses and improve future courses.

5.1 Collection of Results

This chapter highlights mainly on the exercise of the collection of results of course evaluation by trainees, pre-survey for training impacts and group discussions carried out during the training courses.

Improving future courses using the results is described in *the chapter 5, section 5.3 Evaluation and Feedback*. Therefore, *the chapter 5, sections 5.1 and 5.4* are closely and mutually related. (*see the chapter 5, section 5.3*)

5.1.1 Course Evaluation

The results of course evaluation by trainees (*see chapter 4, sub-section 4.6.1*) should be collected soon after the course. The parts of objective style in the sheet should be calculated and indicated as percentage. The indications useful for improvement of the courses should be collected with regard to the parts of description style such as impression. The results should be used to improve future training courses especially for course curriculum and course management.

5.1.2 Pre-survey

As it was mentioned above, the main purpose of pre-survey is to compare the results of pre-survey with results of main survey (*See the chapter 5, sub-section 5.3.2*) to evaluate the training effects. Therefore it is meaningless to collect only the results of pre-survey for training effects. It is, however, another important purpose that the officers realise baseline of the trainees who participated in the courses at Kitui Centre by means of collecting the results.

5.1.3 Group discussion

The findings of group discussions carried out during the courses (*See the chapter 4, sub-section 4.4.5*) should be collected. The training officers should make a report which consists of group members, topic given for discussion. Content of discussion presented by representatives of groups, and suggestions and recommendations by the discussion advisors. Then the report should be sent by mail to trainees if it seems useful and discussion advisors.

5.2 Course Record and Report

5.2.1 Course Record

The following should be placed into a document wallet and kept as course records in the training office.

- One set of distribution materials for the trainees except one textbook each of English and Kiswahili version, except an exercise notebook, a ball-point pen, the project brochure and the project stickers (*See the chapter 3, section 3.4*).
- List of trainees (*See the chapter 4, section 4.2*)
- Results of course evaluation by trainees (*See the chapter 5, sub-section 5.1.1*)
- Pre-survey forms filled in (*See the chapter 5, sub-section 5.1.2*)
- Report on results of group discussion (*See the chapter 5, sub-section 5.1.3*).
- The other associated special materials

The course record should be prepared as soon as possible after each course. The record is for the training officers in Kitui Centre and is for internal use only. Nowhere else is it to be distributed.

5.2.2 Implementation Report

Objectives of implementation reports are to record the course and to use the data for improvement of future courses. It is for internal use only. The proceedings for each course should be ready within the month of the date when a course ends.

A sample of contents of the implementation reports and Annex to be attached are as follows:

- Introduction (objective, course duration, the number of trainees, etc.).
- Course preparation (course programme, the nomination, etc.).
- Course implementation (only matters that are worthy of special evaluation by trainees, etc.)
- Outstanding issues and recommendation
- Next training course
- Others

- Annex:
- List of trainees
 - Course programme
 - Record of Group discussion
 - Evaluation Response

The report except the annex should be briefly made within approximately three (3) pages .
The report should be kept in a file per course properly.

5.2.3 Project Working paper

Project working papers for annual training activities of plan and implementation should be made. Objective of the papers is to keep official records of annual training activities and to publish them. The papers are made out by harmonising and incorporating the activities of both Kitui Centre and Muguga Centre. The consecutive papers should cover April to March of the next year. The paper should be ready by end of July of the year when the annual training activities to be covered in the paper end.

A sample of contents for the project working paper and Annex to be attached are as follows:

- Organization
- Events and course
- Training resource (Lectures and training materials)
- Abstracts of lectures (Contents and objectives for each lecture)
- Evaluation and survey for training effects.
- Outstanding issues and recommendations.

- Annex:
- Summary of the discussions in T.S.C Meeting list of the events and courses
 - course programmes
 - List of lecturers
 - Evaluation sheets
 - Associated reports made by the training staff

Staff posting

Please refer to project working paper No. 8” Report of Training Activities from November 1987 to March 1990-Plan and implementation.”

The officers should decide the contents for the paper consulting with training staff of Muguga Centre based on the contents of past project working paper on annual training activities. The working paper should be printed and bound up by KEFRI printing section.

The project working paper should be distributed to the following persons and organizations.

- KEFRI Director, Deputy Director and Chairman of Board of Management of KEFRI.
- Chief Advisor of the project
- All Japanese Experts and Kenyan Counterparts.

5.3 Evaluation and Feedback

5.3.1 Training Staff Meeting

After each course, as soon as possible, Training staff meeting should be held to review the course by all training staff members. Firstly, the training officer, who was mainly charged of keeping daily record, should report on the course generally. After that, each training staff member talk his/her observation, comments and recommendation on the course and they are discussed for improvement of the next course. In this meeting, they should discuss not only training courses but also any other matter concerning training activities to improve them. The minutes of the meeting should be written by a training officer and the results of the discussion should be properly fed back to the next course.

5.3.2 Training Impact Survey

The effects of the training course should be measured and evaluated to monitor the training courses and to improve future courses.

Training impact survey is one of the useful ways for evaluation of the courses, which consists of pre-survey and main-survey. Training impacts are measured by comparing the results of pre-survey with those of main-survey. The pre-survey is carried out through a questionnaire during the course, as mentioned in the chapter 4, sub-section 4.6.2 and chapter 5, sub-section 5.1.2.

The main-survey should be carried out at least one year later after trainees, when the impacts of the training might appear through trainees activities on tree planting.

For farmers courses and women's courses, the main survey has been made by interview with trainees sampled in the field or through a questionnaire by using an occasion of Follow-up workshop held in the centre. The credibility of the data collected by the latter method might be lower than that by the former method, however, both methods are seemed to valid to know the training impacts

For FTA's course, the main survey has been made by interview with trainees sampled in the field. For teachers, it has been carried out by mailing the questionnaire to all trainees. The results of training impact survey should be tried feedback to future courses.

Please (*See Annex 18*, samples of main survey forms, and make reference Project Working paper No. 16, manual for evaluation of training effect (Kitui Centre), and Project Working Paper No. 10,13,14,15,17,18 which are the report compiled results of the training impact survey conducted during phase II.

5.3.3 Visiting trainees

Besides the training impact survey, it is recommended to visit trainees at first opportunity to find the training impact. Irregular visiting survey would give another dimension of the training impacts which would not shown as results of the training impacts surveys.

5.3.4 Feedback

Feedback is defined as an action of the fact that information contained in results is reflected to causes.

Please see *Fig. 1 in the chapter 1*, a flow of feedback for the training activities.

The feedback should be exercised at each stage forward from the every prior stage (only main feedback is indicated in the Annex). It is needless to say that feedback is to improve the future training courses based on results, knowledge, views and observation obtained from every stage in the training activities. Therefore, the feedback based on results of every evaluation for the courses (*See the chapter 5, section 5.1 and 5.3*) is especially significant. However, the feedback based on general observation during course preparation, implementation and the other stages should not be made little of.

The main points for future courses to be improved by the feedback are as follows:

- Methods for nomination of trainees.
- Management during the course
- Course curriculum (mainly annual course plan, course programmes and assignment of lecturers)
- Materials and the contents not only to be distributed to the trainees, but also not to be done, such as nomination and invitation letters.
- Teaching materials
- methods and the contents of lecturers' presentation.

Apart from a flow of training activities of Annex 1 and a training operation, it is important that the officers are exposed to other circumstances of training/observation such as seminars, workshops, visits, tours, short term courses and so on. It is a well-known fact that one training method used for long time in any fields of training would become obsolete, hence an

officer concerned with training should be exposed to them so as to cope up with the dynamism of training and improve future courses.

6 . Development of Training Materials

In the implementation of training course, development of training material is a fundamental matter as necessary as curricular organization, curricular improvement and lecturer selection. Because these training materials serve immeasurably to reinforce the teaching-learning process. Also the materials save as permanent reference both to the trainers and the ultimate beneficiaries.

6.1 Guideline for Development of Training Materials

6.1.1 Clarify the Aim of Training Material Development

The last aim of teaching material development is not to develop much teaching material. It is that trainee learn knowledge and techniques concerning social forestry effectively by developing effective material and utilizing it. It needs to be clarified “what” kind of knowledge and techniques, to “whom” to transmit in “how”.

- a) To whom are the knowledge and techniques transmitted (target) ? - -
- b) What kind of knowledge and techniques concerning social forestry and a technique (contents) ?
- c) How knowledge and techniques are transmitted (way) ?

6.1.2 Selection of Teaching Material

When it is chosen which training material (Video, Slides, OHP, Printing) to utilize, the character of material and the above “6.1.1” must be considered.

a) **Video tape**

Video tape can express “action” and “a change”. For example, it is a natural phenomenon, action, a working process, a vast scenic class.

b) **Slides**

Slides can express “a standstill” and an accurate colour and a form. It is effective when a theory is about to be explained.

c) **OHP**

Reproducibility of OHP does not reach slides in general. However, since entry is possible freely, it can be indicated vision immediately when reply for contents of a question. It is useful to deepen mutual understanding.

d) **Printing**

It is characteristic for printing to be able to refer to it repeatedly, even though there is not electricity anywhere any time. This is the general material, and is effective.

6.1.3 Limits of Training Materials

Training materials are not almighty concerning training and needs to understand that there is a limits in transmitting knowledge and techniques.

a) When contents of training exceed a limits of training material.

Training material appeals to only “vision” and “auditory sense” out of the human five senses. Therefore, when training is tried to transmit contents through three senses except for those in other words “sense of touch”, “sense of smell” and “taste”, training material can not perform effectively.

b) When a way of training does not become fitting to material.

When training seems to develop a “skill” “article” or “intuition”, though training teaching material can transmit knowledge, an experience can not be transmitted.

6.1.4 Efficiency and Sustainability on Training Material Development

Establishment of the training material development method which considered efficiency and sustainability is necessary in manpower or budgetary restriction.

Planing and collection of information require huge time in training material development. Then, it is effective for efficient training material development to accumulate a hand out of a training course and to edit this. Or training officer should consider to introduce the training material positively which was developed in other organization. Especially, though training material for the subject of “Family planning” has been introduced in a training course, it is effective as for the subject that technology development result is not directly connected. In addition, training officer should make an effort to create revenue for training material development.

6.2 A Concrete Attention Point on Development of Training Materials

6.2.1 Textbook

First the training officers should consider concept of a textbook that is planned to be made out, and the officers should clarify the purpose the text book made out for. Then the officers should consider composition of the textbook and its chapters that the textbook should contain. It is natural that chapters which are not relevant to subjects in the course curricular for each course should not be included in the textbook.

The textbook can be produced based on handouts prepared by lecturers (See *the chapter 2, sub-section 2.4.1(C)*). The officers should peruse the handouts which are to decide the composition of the textbook. Then the officers should make every effort to get additional and/or more relevant information from reference materials, other literature and the lecturers, and revise and edit the handouts so that the handouts can be manuscripts for each chapter in the textbook. Besides this, for making an effective textbook, the officers should draw

illustrations, ask somebody to draw them and/or quote them from reference books, adjust them to proper and effective sizes and place each illustration on a suitable page in the manuscripts illustrations and descriptions explain the illustration should be on the same page.

The completed manuscripts should be taken to a printing company for press. Then, the officers should decide the number of copies, size of a textbook, type of paper for print and so on. Here printing budget needs to be considered. And also the officers should be not only English version but also Kiswahili version considering farmers' course, translation into Kiswahili should be arranged.

When the stock of the textbooks becomes low, the officers should consider reprinting and revising the textbook based on the results of some survey such as main survey (See *the chapter 5, sub-section 5.3.2*), observation in the field, additional and/or more effective information from reference books and literature, lectures and techniques developed by Pilot Forest Sub-project (*see the chapter 7, sub-section 7.1*)

As a sample of the textbook, please make reference to "Social Forestry Techniques part one" which has been used for the training courses in Kitui Centre.

6.2.2 Audio-Visual Materials

A lecture with audio-visuals is more appealing to the organs of human beings more effective than a lecture with more talking of the lecturer. Therefore, Audio-visual materials are used to realize an effective lecture.

In the event that OHP sheets as visual teaching materials are prepared by the lecturers, the officers should suggest that the lecturers make the sheets perusing OHP system guide book of Annex 5.

Especially for lectures which do not have practice, demonstration nor field trip, lectures with slide and/or video as teaching materials are quite effective.

Especially video material is effective to show trainees some process that has motion. For some contents of lectures for which a lecturer can not show trainees actual articles even though the lecture has practice, demonstration and/or field trip, slides and/or video materials can be used in the lecture. The officers should suggest that lecturers should use these materials, the officers should provide the lecturers with tools such as a camera and help the lecturers in their processing and development.

6.2.3 Other Materials

Various kinds of training materials should be prepared and used to make lectures effective. Especially showing trainees actual samples is more significant than just talking as one way for lecturer so as to realize contents of lecture more easily. Therefore, among other important training materials, exhibitories and specimens are given. These materials that have already been prepared for the courses are a small scale nursery, herbal medicine tree garden, ENZARO-JIKO, tree species label boards, tree seed species display board, termite queen and materials for bee keeping. The training officers should expand the kinds of exhibitories and specimens through consulting with lecturers.

The lecturers can prepare some charts to give the lectures logically. For the charts the officers should procure chart stands.

The officers should procure necessary reference books and literature for the library in Kitui Centre for not only the training staff and the lecturers but also the trainees although these are not teaching materials. The lecturers and training staff can make reference to the books in the library so as to prepare various teaching materials.

6.3 Revision and Control of Documents and Materials

Revision and control of documents and materials is indispensable for effective management of the courses. All documents and materials, except materials such as illustrations (for example

map of Kitui Town) which can not be saved in a computer, should be saved in the computer for easy modification, revision and retraction.

Originals of documents and materials of fixed forms appearing in the foregoing this training operation manual (for example any handouts, sheets for course evaluation by trainees and general information with map of Kitui Town) should be kept in separate files for each course and be saved in the computer. In case of same document or material used for all courses such as guide for training participants, the document or material should be put into every file. In the event that contents of a document and/or a material change, the training officers should revise the original one by means of the computer and exchange old one for revised one in the file.

As for most fixed forms appearing in the foregoing the manual for example the nomination letter for nominators with the letterhead, course information and course programme, which are saved in separate directories for each course in the computer, only necessary changes such as duration of a course should usually be retyped for every course. However, if contents of a document and/or a material change, the training officers should revise the contents by means of the computer. In case of the same document or material used for all courses such as invitation letter, the document or material should be saved in every directory for each course.

When a material among fixed and unfixed forms of English version are revised, if there are other related materials to the material and/or if there is Kiswahili version (for farmers' course) of the material, they ought to be also revised. Especially, when subjects and/or lecturers in the course programme are changed, the officers should carefully check whether there are other related materials to be also revised such as sheets for course evaluation by trainees, a list of lecturers for invitation letters saved in the computer and pay sheets for honorarium. Besides, the officers should always strive to improve the materials. If the officers find some points for the improvement in the materials, the officers should revise them.

Please *see Annex 19*, a sample of lists of filling materials for each course.

Audio visual materials such as slides and video cassettes should be controlled properly by the officers. Slides for lecture should be kept under the project so as to avoid any problem such as the slides being taken by a lecturer when the lecturer is transferred. The officers should keep the slides categorised as per each subject or each item of one subject to be distinguished when the officers put the slides in slide albums. Also the slides in each sheet for the slide albums should be arranged in the showing order so that the slides can be shown to the trainees without any misplaying. Consecutive numbers for each category, contents of slides and lecture name should be written on the mount of slides, so that the slides can be easily identified as soon as the slides are scattered.

For audio visual materials, especially video cassettes, should be kept in the store without moisture and should not be exposed to direct sunlight. In the event that video cassettes increase, list if video library shown in Annex 14 should be revised.

Materials to be procured as mentioned in the chapter 3, section 3.5 should be stored and controlled properly so that nobody can take them without permission and materials which are not enough can be easily found.

7. Co-operation with related projects

7.1 Co-operation with Pilot Forest sub-project

Techniques developed in the Pilot Forest section should be introduced to the training each time. One of the ways is that the officers in the Pilot Forest Section are invited to the training as lecturers. The training officers should request if Pilot Forest section to provide appropriate persons among its staff as lecturers.

The other is that techniques developed in Pilot Forest should be involved to training materials such as the textbook, handouts or audio visual materials.

Besides the Pilot Forest should be used as demonstrations of new techniques or an appropriate model of social forestry in the training.

On the other hand, the results of the training impact surveys or the course evaluation should be fed back to pilot forest section to convey needs or problems which trainees have, who are implementors of social forestry in the field. Techniques based on their needs would be the most valuable and the most acceptable.

The training section and the Pilot Forest section should strengthen their mutual co-operative relationship in this way to promote social forestry.

7.2 Co-operation with other projects.

In the latter part of phase II, the training section had cloth co-operation with the other project assisted by JICA, population Education Promotion Project (hereinafter referred to as PEPP), accepting farmers as trainees from its target area, and at the same time asking them to lecture how to make a kind of improved cooking stove named Enzaro jiko developed by PEPP to other trainees in farmers' courses and women's courses.

The Enzaro jiko was popular to trainees because it could reduce the amount of firewood consumption definitely. Some trainees who learnt how to make the Enzaro jiko disseminated it to their group members after the training. While the trainees from PEPP's target area started establishing small scale nurseries by themselves and disseminated the techniques on establishment of small scale nursery to the people in the area after the training.

Both projects could share benefits each other. Therefore, the training officers should try to co-operate with other concerned projects to improve the training even in future.





Annex 1

Annual plan for

the Training Courses

TRAINING PROGRAMME FOR YEAR 1997

	JAN.	FEB.	MAR.	APR.	MAY.	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DEC.	Remarks
MUGUGA CENTRE													
(Regional Training Course)		17-1											(Sponsored by Netherlands Government)
Regional Training Course													JICA third country training, 20 people, 5 weeks
Extension Officers						15-27			14-26		6-7		Div & loc. level ext officer 30 people, 12 days
Agroforestry Course													School teachers, 30 people, 12 days
Teachers' Social Forestry Course								10-23					Divisional/locational level officers, 30 people, 5 days
Orientation Course							6-11						Training of Trainers, 15 people, 5 days
Training of Trainers Course							22-26						Group/Indiv. farmers, sec. schools, approx. 200 persons, 2 days
National Social Forestry Prize Day					21-22								Researchers and Ext. Officers approximately 30 people
National Social Forestry Workshop													
KITUI CENTRE													
Farmers' Course													Farmers 30 people/time 12 days
Women's Course						9-20							Women farmers, 30 people/time, 12 days
Teachers' Course								4-16					School teachers, 30 people/time, 12 days
Front line Extension Staff Course									8-19				Extension workers, 30 people/12 days
Training of Trainers Course													Training of Trainers, 15 people, 5 days
Community Leaders Course							22-26						Location chiefs & asst. chiefs 30 people, 5 days
Field Seminar							6-11						Farmers, approx. 50 people, 3 days



Annex 2

Course programmes

for each course



Kitui Regional social Forestry Training Centre Course programme

Front-line Extension Staff Course 8th-19th, September, 1997

TIME DATE	8:30	9:25	9:35	10:30	10:50	11:45	11:55	12:50	13:45	14:40	14:50	15:45	16:05	17:00	
MON 8/9/97															
TUE 9/9/97	Role of Extension staff in Social Forestry Development (<i>Mr. Mutie NEEQ/centra</i>)	Break	Useful tree species for social forestry (<i>Mr. Mutie DFEO, Central</i>)	Tea Break	Continued	Break	Opening and Lunch (<i>District Commissioner, Kitui</i>)	Lunch	Seed Collection and Handling (<i>Mr. Kateng SFTT</i>)	Break	Arrival and registration	Tea Break	Continued	Introduction	
WED 10/9/97	Seed pre-treatment including demonstration and practice (<i>Mr. Kateng SFTT</i>)	Break	Continued	Tea Break	Establishment of small scale nurseries (<i>Mr. Mutie DFEO, Central</i>)	Break	Continued	Lunch	Nursery Techniques management (<i>Mr. Oyugi, Asst. Forester, Central</i>)	Break	Continued demonstration and practice	Tea Break	Continued	Continued	
THU 11/9/97	Medicinal and edible plants for rural life (<i>Jeremiah Nguatko SFTT</i>)	Break	Continued	Tea Break	Continued	Break	Tree Protection (<i>Mr. Mutua KEPRD</i>)	Lunch	Continued practice	Break	What is expected of extension staff (<i>Mr. James Njiri farmer Changwothya</i>)	Tea Break	Continued	Continued	
FRI 12/9/97	Planting and Tending Techniques (<i>Mr. Osore, SFTT</i>)	Break	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (<i>Mr. Osore SFTT</i>)	Break	Continued	Lunch	Field Trip to Plot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques (<i>Mr. Osore, SFTT</i>))						
SAT 13/9/97	Study Tour to ICRAF Field Station at Machakos (<i>Training Officers, SFTT</i>)												Continued		
SUN 14/9/97													Training officers		

F R E E T I M E

Kitui Regional social Forestry Training Centre Course programme

Front-line Extension Staff Course 8th-19th, September, 1997

TIME DATE	8 : 30 9 : 25	9 : 35 10 : 30	10 : 30 10 : 45	10 : 50 11 : 45	11 : 45 11 : 55	11 : 55 12 : 50	12 : 50 13 : 45	13 : 45 14 : 40	14 : 40 14 : 50	14 : 50 15 : 45	15 : 45 16 : 05	16 : 05 17 : 00
MON 15/9/97	Field survey methods for Extension work (Mr. J. Mbagara Msc. Kitui)	Gender analysis (Mrs. Okiya DSDO)	Tea Break	Continued	Break	Soil Conservation (Mr. Mutemi Div. Mech. officer Msc. Kitui)	Lunch	Continued	Continued	Continued	Continued	
TUE 16/9/97	Recommendable fruit trees and use (Mr. Wambugi, D.AEO Kabati)	Continued	Tea Break	Organic Farming practice (Mr. M.J. Otieno, SFTT)	Break	Continued	Lunch	Management of Field operations with annual plan (Mr. Chebetayo SFTT)	Tea Break	Continued	Continued	Practical preparation of Annual plan by trainees.
WED 17/9/97	Grafting & budding Techniques (Mr. Wambugi, D.AEO Kabati)	Continued practice at Kitui Centre	Tea Break	Agroforestry practice (Mr. Mangai, Centre Manager Kitui Ag Centre)	Break	Continued	Lunch	Continued	Tea Break	Continued	Agroforestry practices, field trip to Kitui Agroforestry Centre (Mr. Mangai, Centre Manager Kitui Ag Centre)	
THU 18/9/97	Methods of extension and equipping techniques (Mr. Mutie Div. FEO, central)	Continued	Tea Break	Experience in Extension services through Pilot Forest (Mr. Kate SFTT)	Break	Continued	Lunch	Field Trip to Small Scale Nurseries and Model Farmers in Kwawanza (Mr. Kate SFTT)				
FRI 19/9/97	Group Discussion (Training officer, SFTT)	Continued (Mr. Oyugi and Mr. Wambugi)	Tea Break	Continued	Break	Closing and Lunch (DFO, Kitui)						

Kitui Regional social Forestry Training Centre Course programme

Women's Course 9th-20th June, 1997

TIME DATE	8 : 30	9:25	9: 35	10:30	10:50	11:45	11: 55	12: 50	13: 45	14: 40	14: 50	15: 45	16: 05
MON 9/6/97	9: 25	9:35	10: 30	10:50	11: 45	11:55	12: 50	13: 45	14: 40	14: 50	15: 45	16: 05	17 00
TUE 10/6/97	Women's role on community tree planting activities (<i>Mr. Mutie DFEO, central</i>)	Break	Useful tree species for social forestry (<i>Mr. Mutie DFEO, Central</i>)	Tea Break	Continued	Break	Opening and Lunch (<i>BSDO Kitiu</i>)	Seed Collection and Handling (<i>Mr. Kateng SFTT</i>)	Break	Continued practice	Tea Break	Continued	Introduction
WED 11/6/97	Seed pre-treatment including demonstration and practice (<i>Mr. Kateng SFTT</i>)	Break	Continued	Tea Break	Establishment of small scale nurseries (<i>Mr. Mutie DFEO, Central</i>)	Break	Continued L u n c h	Medicinal and edible plants for rural life (<i>Jeremiah Ngũtiko SFTT</i>)	Break	Continued demonstration and practice	Tea Break	Continued	Continued
THU 12/6/97	Nursery techniques and management (<i>Mr. Oyugi, Asst Forester, Central</i>)	Break	Continued	Tea Break	Continued practice	Break	Continued practice L u n c h	Tree Protection (<i>Mr. Auka SFTT</i>)	Break	Continued	Tea Break	Continued	Continued
FRI 13/6/97	Planting and Tending Techniques (<i>Mr. Osore, SFTT</i>)	Break	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (<i>Mr. Muok SFTT</i>)	Break	Continued L u n c h	Field Trip to Pilot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques (<i>Mr. Osore, SFTT</i>))					
SAT 14/6/97	Study Tour to Goat and Sheep Project and Model Agroforestry on-farm in Kitiu (<i>Training Officers, SFTT</i>)												Study Tour to Katangi On-farm Agroforestry Site (<i>Training Officers, SFTT</i>)
SUN 15/6/97	F R E E T I M E												

Kitui Regional social Forestry Training Centre Course programme

Women's Course 9th-20th June, 1997

TIME DATE	8:30 9:25	9:25 9:35	9:35 10:30	10:30 10:50	10:50 11:45	11:45 11:55	11:55 12:50	12:50 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
MON 16/6/97	Human Nutrition (Mrs. Makau) Nutrition Officer MCH-Kitui	Break	Home Economics Mrs. Karimi (Department Principal B.L.I)	Tea Break	Family planning (Video and discussions) (Mrs. Mavinda Moth, Kitui)	Break	Continued	Lunch	Economic management of household Energy (Mr. Chege, KENGO)	Break	Energy Saving and improved stoves	Tea Break	Demonstration of Encanto jiko and field trip
TUE 17/6/97	Recommenable fruit trees and use (Mr. Wambugu, DAEO Kabati)	Break	Continued	Tea Break	Continued field Trip and Demonstration	Break	Bee-keeping (Mr. Muthoka District bee officer, Kitui)	Lunch	Continued		Continued Field trip to a honey production Site		
WED 18/6/97	Organic Farming (Mr. M.J. Otieno, SFTP)	Break	Animal disease control (Dr. Wachira vet. officer central division)	Tea Break	Rangeland Management (Mr. Kaindi, Livestock Officer, Kitui)	Break	Soil Conserva- tion (Mr. Mutemi Div. Mech. officer Moa-Kitui)	Lunch	Continued		Soil Conservation/Rangeland management (Field trip to soil conservation Site) (Mr. Mutemi, Div. mech officer Moa/Mr. Kaindi, Livestock officer, Kitui)		
THU 19/6/97	Organic Farming practice (Mr. M.J. Otieno, SFTP)	Break	Grafting & budding Techniques (Mr. Wambugu, DAEO Kabati)	Tea Break	Continued	Break	Agroforestry practice (Mr. Mungui, Centre Manager Kitui Ag Centre)	Lunch	Continued		Agroforestry practices, field trip to Kitui Agroforestry Centre (Mr. Mungui, Centre Manager Kitui Ag Centre)		
FRI 20/6/97	Group Discussion (Training officer, SFTP)	Break	Continued (Mr. Oyugi and Mr. Chege)	Tea Break	Continued	Break	Closing and Lunch (DFO, Kitui)						

Kitui Regional Social Forestry Training Centre Course programme Teachers' Course 4th-15th August, 1997

TIME DATE	8:30	9:25	9:35	10:30	10:50	11:45	11:55	12:50	13:45	14:40	14:50	15:45	16:05
MON 4/8/97	9:25 9:35	9:35 10:30	10:30 10:50	11:45 11:55	12:50 13:45	14:40 14:50	15:45 16:05	Introduction					
TUE 5/8/97	Role of Schools in rural tree planting activities (Mr. Cheboiwo, SFTF, Kitui)	Useful tree species for social forestry (Mr. Mutie DFEO, Central)	Tea Break	Continued	Opening and Lunch (District Commissioner- Kitui)	Seed Collection and Handling (Mr. Rateng SFTF)	Continued	Tea Break	Continued	Continued	Introduction		
WED 6/8/97	Seed pre-treatment including demonstration and practice (Mr. Rateng SFTF)	Continued	Tea Break	Establishment of small scale nurseries & Techniques (Mr. Mutie DFEO, Central)	Continued	Continued	Tea Break	Continued	Nursery management (Mr. Oyangi, Asst. Forester, Central)	Continued	Continued		
THU 7/8/97	Medicinal & edible plants for rural life (Jeremiah Nguniko SFTF)	Continued	Tea Break	Continued practice	Tree Protection (Mr. Osore, SFTF)	Continued	Tea Break	Continued	School Approach Programme to soil conservation (Mrs. Vonza D.Y.O)	Continued	Continued		
FRI 8/8/97	Planting and Tending Techniques (Mr. Osore, SFTF)	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (Mr. Mutok, SFTF)	Continued	Field Trip to Pilot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques. (Mr. Osore, SFTF)							
SAT 9/8/97	Study Tour to ICRAF Field Station (Training Officers, SFTF)												
SUN 10/8/97	F R E E T I M E												

Kitui Regional social Forestry Training Centre Course programme Community Leader's Course, 6th-11th July 1997

TIME DATE	8 : 30 9 : 25	9:25 9:35	9: 35 10: 30	10:30 10:50	10:50 11:45	11:45 12: 50	12: 50 13:45	13:45 14:40	14:40 15:45	15:45 16:05	16:05 17:00	
SUN 6/7/97	Arrival and registration											
MON 7/7/97	Role of Community leaders: to promote tree planting (<i>Mr. Mutie DFEQ, Central</i>)	Break	Useful tree species for social forestry (<i>Mr. Mutie DFEQ, Central</i>)	Tea Break	Continued	Break	Opening and Lunch (<i>District Commissioner, Kitui</i>)	Laws & regulations related to social forestry (<i>Mr. Mutie DFEQ, Central</i>)	Tea Break	Continued	Break	Gender Analysis (<i>Mrs. M. Okaya / Mr. Kiamba DSDO, Kitui</i>)
TUE 8/7/97	Seed Collection (<i>Mr. Ruteng SFTT</i>)	Break	Seed pre-treatment (<i>Mr. Ruteng SFTT</i>)	Tea Break	Communication techniques (<i>Mr. Kisanya, MTC, Kitui</i>)	Break	Continued Lunch	Establishment of small scale nurseries (<i>Mr. Mutie DFEQ, Central</i>)	Tea Break	Nursery techniques and management (<i>Mr. Oyugi, Asst. Forester, Central</i>)	Break	Continued demonstration and practice
WED 9/7/97	Tree Protection (<i>Mr. Auka, SFTT</i>)	Break	Planting and Tending Techniques (<i>Mr. Osore, SFTT</i>)	Tea Break	Tree Management Techniques (Natural & Planted) (<i>Mr. Much, SFTT</i>)	Break	Continued practice Lunch	Field Trip to Pilot Forest Site, Small scale nursery and Model farmers (Practice and Demonstration of planting and Tending and tree management techniques (<i>Mr. Osore/ Mr. Kute, SFTT</i>)	Agroforestry practices and soil conservation field trip <i>Mr. Mungai & Mr. Mutemi</i>			
THU 10/7/97	Medicinal and edible plants for rural life (<i>Jerenith Ngũniko SFTT</i>)	Break	Soil Conservation (<i>Mr. Mutemi Div. Mech-officer, MoA Kitui</i>)	Tea Break	Agroforestry practice (<i>Mr. Mungai, Centre Manager Kitui Ag Centre</i>)	Break	Continued Lunch					
FRI 11/7/97	Group discussion (<i>Training Officers, SFTT</i>)	Break	Continued (<i>Mr. Oyugi & Mr. Mutemi</i>)	Tea Break	Group presentation	Break	Closing and Lunch (<i>DFEQ, Kitui</i>)	Departure				

Kitui Regional social Forestry Training Centre Course programme

Community Leader's Course, 6th-11th July 1997

TIME DATE	8 : 30 9 : 25	9: 25 9:35	9: 35 10: 30	10:30 10:50	10:50 11:45	11:45 11:55	12 : 30 13 : 45	13 : 45 14 : 40	14 : 50 15 : 45	15 : 45 16 : 05	16 : 05 17 : 00
SUN 6/7/97	Arrival and registration										
MON 7/7/97	Role of Community leaders to promote tree planting (<i>Mr. Mutie DFFO, central</i>)	Break	Useful tree species for social forestry (<i>Mr. Mutie DFFO, Central</i>)	Tea Break	Continued	Opening and Lunch (<i>District Commissioner, Kitui</i>)	Break	Break	Continued	Tea Break	Introduction
TUE 8/7/97	Seed Collection (<i>Mr. Ruteng SFTF</i>)	Break	Seed pre-treatment (<i>Mr. Ruteng SFTF</i>)	Tea Break	Communication techniques (<i>Mr. Kisanya, MTC, Kitui</i>)	Continued	Break	Break	Continued	Tea Break	Introduction
WED 9/7/97	Tree Protection (<i>Mr. Auka, SFTF</i>)	Break	Planting and Tending Techniques (<i>Mr. Osore, SFTF</i>)	Tea Break	Tree Management Techniques (Natural & Planted) (<i>Mr. Mutok, SFTF</i>)	Continued practice	Break	Break	Continued	Tea Break	Introduction
THU 10/7/97	Medicinal and edible plants for rural life (<i>Jeremiah Nguniko SFTF</i>)	Break	Soil Conservation (<i>Mr. Mutemi Div. Mech. officer, MoA Kitui</i>)	Tea Break	Agroforestry practice (<i>Mr. Mangai, Centre Manager Kitui Ag Centre</i>)	Continued	Break	Break	Continued	Tea Break	Introduction
FRI 11/7/97	Group discussion (<i>Training Officers, SFTF</i>)	Break	Continued (<i>Mr. Oyugi & Mr. Mutemi</i>)	Tea Break	Group presentation	Closing and Lunch (<i>DFO, Kitui</i>)	Break	Break	Continued	Tea Break	Introduction
	Departure										

Kitui Regional social Forestry Training Centre Programme

Farmer's Course, 10th-21st March, 1997

TIME DATE	8 : 30 9 : 25	9 : 35 10 : 30	10:30 10:50	10 : 50 11 : 45	11:45 12:50	11 : 55 12 : 50	12 : 50 13 : 45	13 : 45 14 : 40	14 : 40 14 : 50	14 : 50 15 : 45	15 : 45 16 : 05	16 : 05 17 : 00
MON 10/3/97	Introduction											
TUE 11/3/97	Role of farmers to promote tree planting (<i>Mr. Mutie DFEQ, Central</i>)	Break	Useful tree species for social forestry (<i>Mr. Mutie DFEQ, Central</i>)	Tea Break	Continued	Break	Opening and Lunch (<i>DSDO Kitui</i>)	Seed Collection and Handling (<i>Mr. Rateng SFTT</i>)	Tea Break	Continued	Break	Continued
WED 12/3/97	Seed pre-treatment including demonstration and practice (<i>Mr. Rateng SFTT</i>)	Break	Continued	Tea Break	Establishment of small scale nurseries (<i>Mr. Mutie DFEQ, Central</i>)	Break	Continued	Medicinal and edible plants for rural life (<i>Jeremiah Nguniko SFTT</i>)	Tea Break	Continued demonstration and practice	Break	Continued
THU 13/3/97	Nursery techniques and management (<i>Mr. Oyangi, Asst. Forester, Central</i>)	Break	Continued	Tea Break	Continued practice	Break	Continued practice	Tree Protection (<i>Mr. Osore, SFTT</i>)	Tea Break	Continued	Break	Continued
FRI 14/3/97	Planting and Tending Techniques (<i>Mr. Osore, SFTT</i>)	Break	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (<i>Mr. Mutok, SFTT</i>)	Break	Continued	Field Trip to Pilot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques) (<i>Mr. Osore, SFTT</i>)				
SAT 15/3/97	Study Tour to Goat and Sheep Project and Model Agroforestry on-farm in Kitui (<i>Training Officers, SFTT</i>)											
SUN 16/3/97	Study Tour to Katangi On-farm Agroforestry Site (<i>Training Officers, SFTT</i>)											
F R E E T I M E												

Kitui Regional social Forestry Training Centre Course programme

Farmer's Course, 10th-21st March, 1997

TIME DATE	8:30 9:25	9:35 10:30	10:30 10:50	10:50 11:45	11:45 11:55	11:55 12:50	12:50 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
MON 17/3/97	Animal Disease control (Dr. Wachira Vet. officer central division)	Break	Tea Break	Soil Conservation (Mr. Muteni Div. Mech. officer MoA, Kitui)	Break	Continued	Lunch	Home Economics (Mrs. Karini Dep. Principal FTC)	Tea Break	Family planning (Video and discussions) (Mrs. Mavindu MoH, Kitui)	Break	Continued
TUE 18/3/97	Energy for rural life (Mr. Chege KENGO, Kitui)	Break	Tea Break	Demonstration of Enzaro jiko and field trip	Break	Continued	Lunch	Home Economics (Mrs. Karini Dep. Principal FTC)	Tea Break	Continued	Continued	Continued
WED 19/3/97	Recommenable fruit trees and use (Mr. Wambugu, DAEO Kabati)	Break	Tea Break	Organic farming practice (Mr. Rateng, SFTF)	Break	Bee-keeping (Mr. Muthoka District bee officer, Kitui)	Lunch	Continued	Tea Break	Continued Field trip to a honey production Site	Continued	Continued
THU 20/3/97	Organic Farming practice (Mr. Rateng, SFTF)	Break	Tea Break	Continued	Break	Agroforestry practice (Mr. Mungai, Centre Manager Kitui Ag Centre)	Lunch	Continued	Tea Break	Agroforestry practices, field trip to Kitui Agroforestry Centre (Mr. Mungai, Centre Manager Kitui Ag Centre)	Continued	Continued
FRI 21/3/97	Group Discussion (Training officer, SFTF)	Break	Tea Break	Continued	Break	Closing and Lunch (DFO, Kitui)						

Annex 3

List of Resource

persons

in phase II



Resource persons for common topics

Topic Offered	Resource person
Useful tree species for Social Forestry	SFTP Staff
Seed Collection and handling (plus Practice)	SFTP Staff
Seed pre-treatment (plus Demonstration and Practice)	Division Forest Extension Officer (Forest Department)
Establishment of Small Scale Nurseries (plus Practice)	Forester (Forest Department)
Nursery techniques and Management (plus Practice)	Forester (Forest Department)
Medicinal and Edible Plants for Rural Life	SFTP (Staff)
Tree Protection	SFTP(Staff)
Planting and Tending Techniques (plus Field Trip)	SFTP(Staff)
Study Tour to Agroforestry site	ICRAF, SFTP, KENGO Staff
Recommendable fruit trees and use	Divisional Agricultural Extension Officer
Soil Conservation (plus Field Trip)	Soil Conservation Officer (Ministry of Agriculture)
Grafting and Budding Techniques (plus Practice)	Divisional Agricultural Officer
Organic farming	SFTP
Agroforestry Practice (plus Field Trip)	Ministry of Energy Staff
Group Discussion	SFTP and Divisional Forest Extension Officer

Besides the topics above there are topics that are specific for the different courses. The table below shows the types of courses, the specific topics and the resource persons.

Resource persons for the specific topic

Course	Topic offered	Resource person
Farmers	Role of farmers to promote tree planting	Division Forest Extension Officer
Women's	Women's role on community	Divisional Forest Extension Officer
	Human Nutrition	Nutrition Officer (Ministry of Health)
Farmers Women's	Economic Management of Household energy (plus practice & Field trips)	Kengo Staff
	Home economics	Ministry of Agriculture Staff
	Family planning	Ministry of Health Staff
	Bee-keeping	District Bee-keeping officer
	Animal disease control	A veterinary Doctor
	Rangeland Management	Livestock production officer
Front-line Extension Staff	Role of Extension Staff in Social Forestry Department	Divisional Forest Extension Officer
	What is expected of an Extension Staff	A leading farmer
	Field survey Methods for Extension work (plus practice)	Agricultural officer (Farmers Training Centre)
	Methods of Extension and communication	Divisional Forest Extension Officer
	Experience in Extension services through pilot Forest	SFTP (Staff)
	Field trip to Small Scale Nursery and Model farmers in Kwa-vonza	SFTP (Staff)
Community Leaders	Role of Community leaders in promoting Tree planting	Divisional Extension Forest Officer
	Laws and regulations related to Social Forestry	Divisional Extension Forest Officer
	Gender analysis	District Social Development officer
Teachers	Role of Schools in Rural tree planting	SFTP (Staff)
	School Approach programme to soil Conservation	Ministry of Agriculture Officer
	Communication techniques	Multipurpose training Centre (MTC) Staff (Ministry of Culture & Social Services).

A3-4/ List of resource persons in phase II

	Importance of Gender issues on Social Forestry	District Social Development Officer (Ministry of Culture and Social Services)
	Landscape for school Compounds	SFTP Staff
Field Technical Assistant Course on Agroforestry	Perspective of Agroforestry	Farm Manager (ICRAF)
	Agroforestry system	Farm Manager (International Centre for Research in Agroforestry)
	Potential Agroforestry practices	Farm Manager (International Centre for Research in Agroforestry)
	Field trip to Agroforestry Model Farmers	SFTP (Staff)
	Diagnosis and Design Approach	SFTP (Staff)
	Practical of Trainees presentation	MTC (Staff)
	Evaluation of Trainees presentation	MTC (Staff)
	Comments by Lecturers	MTC (Staff)
Training of Trainers	Lecturer plan making	It is done by those who have expertise in these topics mainly in the lecturing profession. In 1995 it was done by lectures from Egerton University. This course does not fit in the 'grass roots level' category. Thus all the topics are different from the ones in this category.
	Presentation by Trainee	
	Effective communication	
	Production and Use of Teaching Support materials	
	Evaluation by response.	

Annex 4

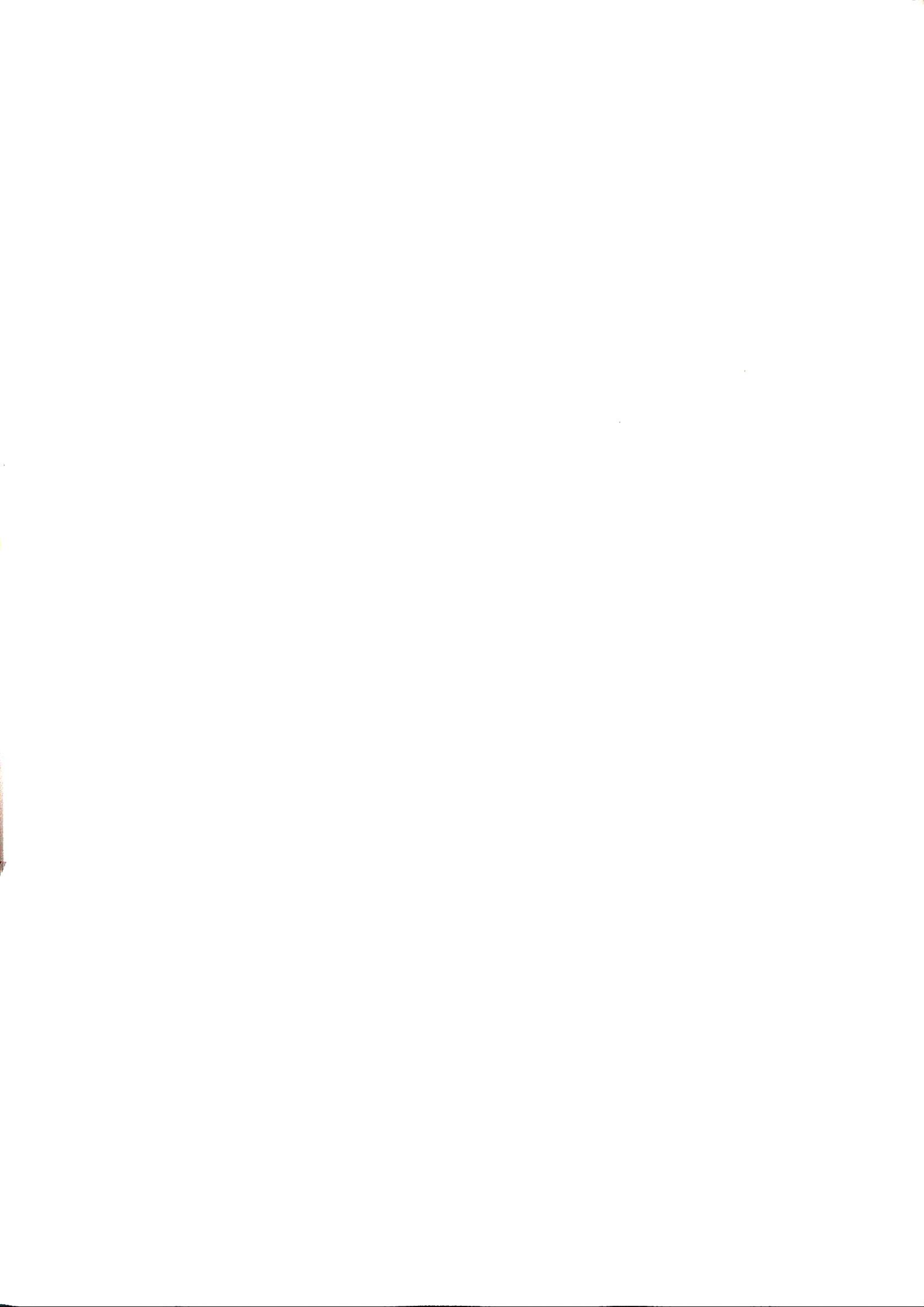
List of Nominators

in Phase II

Annex 4

Nominators for each course in phase II

Course Type	Nominator
Farmer's	District Forest Officers (DFO), District Agricultural Officer (DAO), and the Social Forestry Training Project (SFTP)
Women's	Same as above
Front-line Extension staff	Same as above
Field technical Assistance on Agroforestry	Same as above
Teachers	District Education Officer
Community Leaders	District Commissioner
Training of Trainers	SFTP



Annex 5

Nomination Letter

Annex 5-2

For Nominators





KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre/Pilot Forest

Mailing Address: P.O. Box 892, Kitui
Telephone: 0141-22311/22762

Project Headquarters

c/o KEFRI

P. O. Box 20412 Nairobi.

Telephone: 0154-32891/2

April 9th, 1997

Ref: KSPF/98/2/9

Date:

The District Forest Officer,
P.O. Box 2,
EMBU

In case of providing
transport service

Dear Sir.

RE: FARMER'S COURSE FROM 12TH - 23ST MAY 1997

Kenya /Japan Social Forestry Training project will provide a training course for farmers from 12th to 23rd May, 1997 at the Kitui social Forestry Training Centre and 3 farmers will be invited from Arid and Semi-Arid lands in your District.

I will appreciate if you nominate 3 farmers from Embu Asals who have not yet attended such a course so far, give them the attached invitation letters and send back the nomination forms duly filled to Kitui Social Forestry Regional Training centre, P.O. Box 892, Kitui by May 2nd 1997. Please consider gender balance.

In order to facilitate transport for trainees from remote places, we are providing a "JICA" minibus GK X459 to be in front of The DFO's office Nyambene on 12th March 1997 at 8.30 a.m., Meru DFO's office at 10.00 a.m., Chuka DFO's office at 12.00 p.m., Embu DFO's office at 2.00 p.m. and Kiriri shopping centre at 2.30 p.m. to proceed to Kitui Social Forestry Training Centre.

Nominees from your district will board the vehicle at DFO's office.

Nomination forms and necessary information sheets are attached herewith.

Looking forward to hearing from you good time.

Yours faithfully,

Josephine K. Kalumbu
FOR: THE CHAIRMAN
TRAINING SUB-COMMITTEE.

Encl.

NB: Please nominate only those farmers who can read and write and are able to communicate in KISWAHILI



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre/Pilot Forest

Mailing Address: P.O. Box 392, Kitui
Telephone: 0141-22311/22762

Project Headquarters
c/o KEFRI
P. O. Box 20412 Nairobi
Telephone: 0154-32891/2

Ref: KSFP/98/2/3

Date: April 9th, 1997

The District Forest Officer,
P.O. Box 2,
MACHAKOS

Incase of providing no
transport service

Dear Sir,

RE: FARMER'S COURSE FROM 12TH - 23ST MAY 1997

Kenya /Japan Social Forestry Training project will provide a training course for farmers from 12th to 23rd May, 1997 at the Kitui social Forestry Training Centre and 3 farmers will be invited from Arid and Semi-Arid lands in your District.

I will appreciate if you nominate 3 farmers from Machakos Asals who have not yet attended such a course so far, give them the attached invitation letters and send back the nomination forms duly filled to Kitui Social Forestry Regional Training centre, P.O. Box 892, Kitui by May 2nd 1997. Please consider gender balance.

Nomination forms and necessary information sheets are attached herewith.

Looking forward to hearing from you good time.

Yours faithfully,

Josephine K. Kalumbu
FOR: THE CHAIRMAN
TRAINING SUB-COMMITTEE.

Encl.

NB: Please nominate only those farmers who can read and write and are able to communicate in KISWAHILI.

List of Information Papers Attached

<u>Title</u>	<u>Number</u>
A. Course Information	1
B. General Information of Training	1
C. Nomination Form	1
D. Invitation letters to trainees with course information and general information	3

REMARKS

C. is to be sent back to Kitui Centre after filling out.

D. is to the trainees before their despatch for training.



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre/Pilot Forest

Mailing Address: P.O. Box 392, Kitui
Telephone: 0141-22311/22762

Project Headquarters
c/o KEFRI
P. O. Box 20412 Nairobi.
Telephone: 0154-32891/2

Ref: KSFP/98/2/3

Date: April 9th 1997

The District Forest Officer,
P.O. Box 2,
MACHAKOS

Incase of providing no
transport service

Dear Sir,

RE: FARMER'S COURSE FROM 12TH - 23ST MAY 1997

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I will appreciate if you nominate 3 farmers from Machakos Asals who have not yet attended such a course so far, give them the attached invitation letters and send back the nomination forms duly filled to Kitui Social Forestry Regional Training centre, P.O. Box 892, Kitui by May 2nd 1997. Please consider gender balance.

Nomination forms and necessary information sheets are attached herewith.

Looking forward to hearing from you good time.

Yours faithfully,

Josephine K. Kalumbu
FOR: THE CHAIRMAN
TRAINING SUB-COMMITTEE.

Encl.

NB: Please nominate only those farmers who can read and write and are able to communicate in KISWAHILI.

List of Information Papers Attached

<u>Title</u>	<u>Number</u>
A. Course Information	1
B. General Information of Training	1
C. Nomination Form	1
D. Invitation letters to trainees with course information and general information	3

REMARKS

C. is to be sent back to Kitui Centre after filling out.

D. is to the trainees before their despatch for training.

COURSE INFORMATION

1. Title: Farmer's Course
2. Objectives: To train participants on practical knowledge and techniques on tree planting and associated activities. and to extend recommended techniques to the rural areas so as to strengthen farmers' skills to promote Social Forestry activities in semi-arid lands.
3. Participants: 30 farmers from semi-arid areas nominated by Ministry of Agriculture, Forest Department and othr organisations without excluding projects and NGOs.
4. Language: Kiswahili.
5. Duration: From Monday 12th to Friday 23rd May 1997
6. Contents: See attached programme.

GENERAL INFORMATION OF TRAINING

1. Accommodation and meals will be provided to all trainees during the travelling course. However, there is no accommodation available for non- trainees, i.e. children or wife of trainees, and meals are also not free of charge for non- trainees.
2. Children and babies are not allowed to stay in the Training Centre. Nursing facilities for children are not available.
3. Trainees are requested to bring their own cloths and other personal effects e.g. toothbrush and toothpaste, sandals, when they come to the Training Centre.
4. Training materials and necessary stationeries will be provided.
5. First aid service will be provided and transport to the nearby hospital is also available in case of emergency.
6. Transport expenses for both way and travelling allowance will be paid to trainees during the training course according to our standard, if the receipts of buses or matatus and accommodation are submitted. No travelling expenses will be paid to a participant who applies a privately hired or personal vehicle. According to our standard only direct routes will be considered.
7. Trainees are requested to arrive and to be registered at the Training Centre before the first day starts.

Kitui Regional Social Forestry Training and Course Programme Farmer's Course, 12th-23rd May, 1997

TIME DATE	8:30	9:25	9:35	10:30	10:50	11:45	11:55	12:30	13:45	14:40	14:50	15:45	16:05
MON 12/5/97	9:25 	9:35 	10:30 	10:50 	11:45 	11:55 	12:30 	13:45 	14:40 	14:50 	15:45 	16:05 	
TUE 13/5/97	9:25 	9:35 	10:30 	10:50 	11:45 	11:55 	12:30 	13:45 	14:40 	14:50 	15:45 	16:05 	17:00
WED 14/5/97	9:25 	9:35 	10:30 	10:50 	11:45 	11:55 	12:30 	13:45 	14:40 	14:50 	15:45 	16:05 	17:00
THU 15/5/97	9:25 	9:35 	10:30 	10:50 	11:45 	11:55 	12:30 	13:45 	14:40 	14:50 	15:45 	16:05 	17:00
FRI 16/5/97	9:25 	9:35 	10:30 	10:50 	11:45 	11:55 	12:30 	13:45 	14:40 	14:50 	15:45 	16:05 	17:00
SAT 17/5/97	Study Tour to Goat and Sheep Project and Model Agroforestry on-farm in Kitui (Training Officers, SFTF)												
SUN 18/3/97	Study Tour to Katangi On-farm Agroforestry Site (Training Officers, SFTF)												

F R E E T I M E

Kitui Regional Social Forestry Training Centre Course PROGRAMME

Farmer's Course, 12th-23rd May, 1997

TIME DATE	9:30	9:35	9:45	10:00	10:30	11:00	11:45	12:30	13:45	14:40	15:45	16:05
MON 19/5/97	Animal Disease control (Dr. Wachira Vel officer central division)	9:35 Break	9:45 Break	10:00 Tea	10:30 Rangeland Management (Mr. Kaindi, Livestock Officer, Kitui)	11:00 Soil Conservation (Mr. Mutemi Div. Mech. officer Moa, Kitui)	11:45 Break	12:30 Lunch	13:45 Home Economics (Mrs. Karini Dep. Principal FIT)	14:40 Tea	15:45 Family planning (Video and discussions) (Mrs. Mavinda Moi, Kitui)	16:05 Continued
TUE 20/5/97	Energy for rural life (Mr. Chege KENGO, Kitui)	Break	Continued	Tea	Continued	Demonstration of Enzaro jiko and field trip	Break	Lunch	Continued	Break	Continued	Continued
WED 21/5/97	Recommendable fruit trees and use (Mr. Wambugu, DAEO Kabati)	Break	Continued	Tea	Continued	Organic farming practice (Mr. Ruteng, SFTT)	Break	Lunch	Continued	Tea	Continued Field trip to a honey production site	Continued
THU 22/5/97	Organic Farming practice (Mr. Ruteng, SFTT)	Break	Grafting & budging Techniques (Mr. Wambugu, DAEO Kabati)	Tea	Continued	Continued	Break	Lunch	Continued	Tea	Agroforestry practice, field trip to Kitui Agroforestry Centre (Mr. Mungai, Centre Manager Kitui Ag. Centre)	Continued
FRI 23/5/97	Group Discussion (Training officer, SFTT)	Break	Continued (Mr. Oyugi and Mr. Chege)	Tea	Continued	Continued	Break	Closing and Lunch (DFO, Kitui)	Continued	Tea	Agroforestry practice (Mr. Mungai, Centre Manager Kitui Ag. Centre)	Continued

Kitui Regional Social Forestry Training Centre Course Programme

Farmer's Course, 12th-23rd May, 1997

A5-2-7/ For Nominators

TIME DATE	8:30 9:25	9:25 9:35	9:35 10:30	10:30 10:50	10:50 11:45	11:45 12:50	12:50 13:45	13:45 14:40	14:40 15:45	15:45 16:05	16:05 17:00
MON 12/5/97	Introduction										
TUE 13/5/97	Role of farmers to promote tree planting (Mr. Mutie DFE/Central)	Useful tree species for social forestry (Mr. Mutie DFE/Central)	Tea Break	Continued Establishment of small scale nurseries (Mr. Mutie DFE/Central)	Break	Opening and Lunch (DSDO) Kitui	Seed Collection and Handling (Mr. Rateng SFTT)	Tea Break	Continued	Continued	
WED 14/5/97	Seed pre-treatment including demonstration and practice (Mr. Rateng SFTT)	Continued	Tea Break	Continued	Break	Lunch	Medicinal and edible plants for rural life (Jeremiah Ngũgĩko SFTT)	Tea Break	Continued demonstration and practice	Continued	
THU 15/5/97	Nursery techniques and management (Mr. Oyugi, Asst. Forester, Central)	Continued	Tea Break	Continued practice	Break	Lunch	Tree Protection (Mr. Osozi SFTT)	Tea Break	Continued	Continued	
FRI 16/5/97	Planting and Tending Techniques (Mr. Osozi, SFTT)	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (Mr. Muroh, SFTT)	Break	Lunch	Field Trip to Pilot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques. (Mr. Osozi, SFTT)	Tea Break	Continued	Continued	
SAT 17/5/97	Study Tour to Goat and Sheep Project and Model Agroforestry on-farm in Kitui (Training Officers, SFTT)										
SUN 18/5/97	Study Tour to Kalangi On-farm Agroforestry Site (Training Officers, SFTT)										

K I T U I R E G I O N A L S O C I A L F O R E S T R Y T R A I N I N G C E N T R E

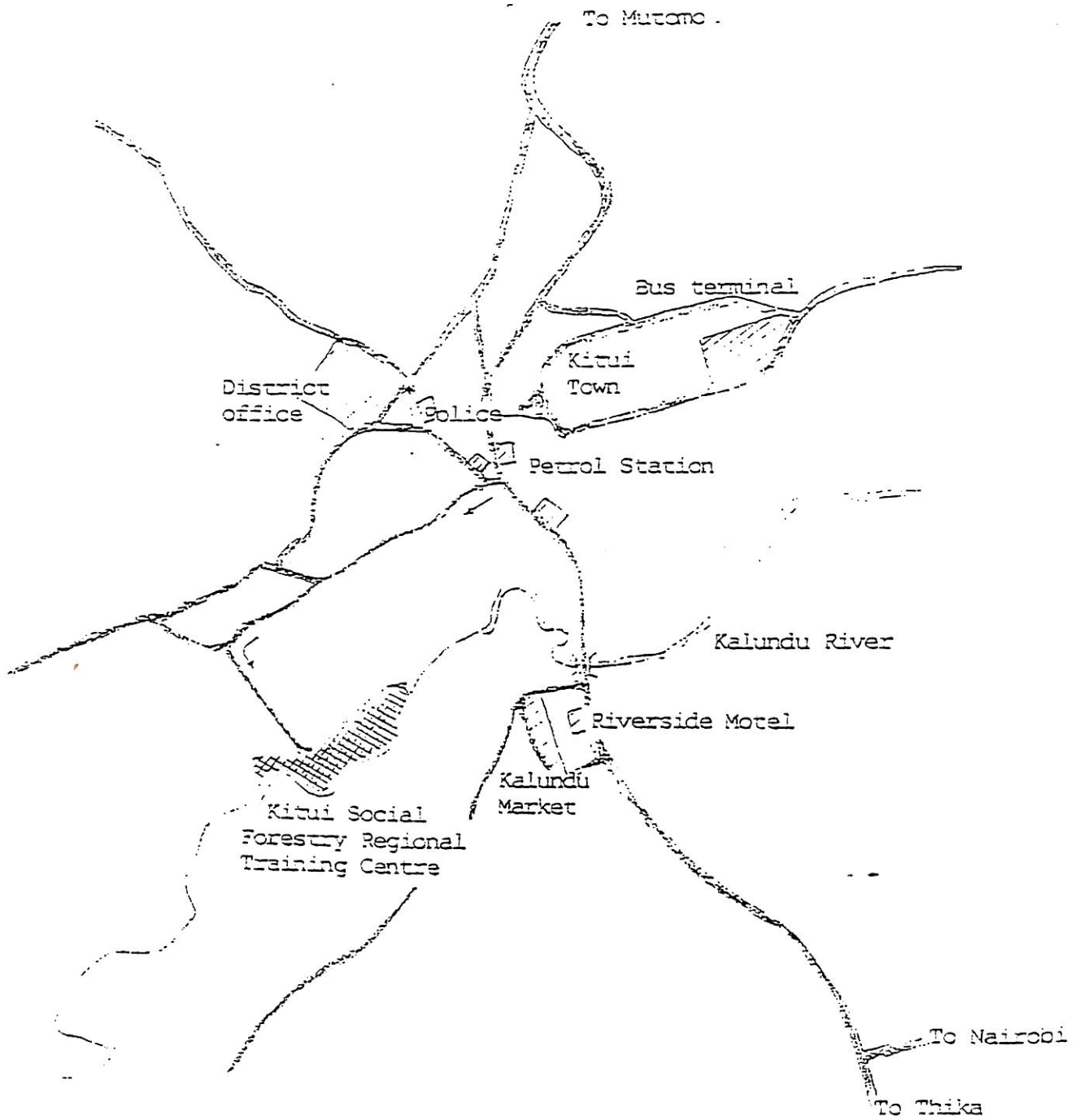
Kitui Regional Social Forestry Training Centre Course Programme

Farmer's Course, 12th-23rd May, 1997

TIME DATE	8:30	9:25	9:35	10:30	10:50	11:45	11:55	12:50	13:45	14:40	14:50	15:45	16:05
MON 19/5/97	Animal Disease control (Mr. Wachira Pet officer central division)	9:25 Break	9:35 Break	10:30 Tea Break	10:50 Soil Conservation (Mr. Muteni, Dist. Mech. office, Mbatia)	11:45 Break	11:55 Continued	12:50 Lunch	13:45 Homo Economics (Mrs. Karani Dep. Principal FIT)	14:40 Tea Break	14:50 Tea Break	15:45 Family planning (Video and discussions) (Mrs. Masinda Mofu, Kitui)	16:05 Continued
TUE 20/5/97	Energy for rural life (Mr. Chege RENGU, Kitui)	9:25 Break	9:35 Break	10:30 Tea Break	Demonstration of Enzaro jiko and field trip	11:45 Break	11:55 Continued	Lunch	13:45 Homo Economics (Mrs. Karani Dep. Principal FIT)	14:40 Tea Break	14:50 Tea Break	15:45 Family planning (Video and discussions) (Mrs. Masinda Mofu, Kitui)	16:05 Continued
WED 21/5/97	Recommendable fruit trees and use (Mr. Wambugu, DABO Kabati)	9:25 Break	9:35 Break	10:30 Tea Break	Organic farming practice (Mr. Rateng, SFTF)	11:45 Break	11:55 Bee-keeping (Mr. Muthoka District Bee officer, Kitui)	Lunch	13:45 Homo Economics (Mrs. Karani Dep. Principal FIT)	14:40 Tea Break	14:50 Tea Break	15:45 Family planning (Video and discussions) (Mrs. Masinda Mofu, Kitui)	16:05 Continued
THU 22/5/97	Organic Farming practice (Mr. Rateng, SFTF)	9:25 Break	9:35 Break	10:30 Tea Break	Continued	11:45 Break	11:55 Agroforestry practice (Mr. Mungai, Centre Manager Kitui Ag Centre)	Lunch	13:45 Homo Economics (Mrs. Karani Dep. Principal FIT)	14:40 Tea Break	14:50 Tea Break	15:45 Family planning (Video and discussions) (Mrs. Masinda Mofu, Kitui)	16:05 Continued
FRI 23/5/97	Group Discussion (Training officer, SFTF)	9:25 Break	9:35 Break	10:30 Tea Break	Continued	11:45 Break	11:55 Closing and Lunch (DFO, Kitui)	Lunch	13:45 Homo Economics (Mrs. Karani Dep. Principal FIT)	14:40 Tea Break	14:50 Tea Break	15:45 Family planning (Video and discussions) (Mrs. Masinda Mofu, Kitui)	16:05 Continued

KITUI SOCIAL FORESTRY REGIONAL

TRAINING CENTRE



Mailing Address: P.O. Box 892, KITUI.

Telephone: 0141-22526

NOMINATION FORM

Farmer's Course

(9th-20th June, 1997)

No.	Name of Trainee	Mr./Mrs./Ms	Location	Division

Annex 5-3

For Trainees





KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre/Pilot Forest

Mailing Address: P.O. Box 392, Kitui
Telephone: 0141-22311/22762

Project Headquarters
c/o KEFRI
P. O. Box 20412 Nairobi.
Telephone: 0154-32891/2
April 10, 1997

Ref: KSFP/98/2/14

Date:

Mrs/Miss/Mr.....

.....
.....

For trainees without transport
service by the project

Dear Sir/Madam,

RE: FARMER'S COURSE FROM 12TH TO 23RD MAY 1997

We are pleased to invite you to the above training course which will be hosted by the Kenya/Japan Social Forestry Training Project at the Kitui Social Forestry Regional Training Centre. The content of the training is given in the attached information sheets.

Looking forward to your participation in the course.

Yours faithfully

Josephine K. Kalumbu
For: The Chairman
Training Sub-Committee

Encl.

NB: Please nominate only those farmers who can read and write and are able to communicate in KISWAHILI.



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre/Pilot Forest

Mailing Address: P.O. Box 392 Kitui
Telephone: 0141-22311/22762

Project Headquarters
c/o KEFRI
P. O. Box 20412 Nairobi.
Telephone: 0154-32891/2

Ref: RSFD/98/245

Date: April 10, 1997

Mrs/Miss/Mr.....

.....
.....

For trainees with transport
service by the project

Dear Sir/Madam.

RE: FARMER'S COURSE FROM 12TH TO 23RD MAY 1997

We are pleased to invite you to the above training course which will be hosted by the Kenya/Japan Social Forestry Training Project at the Kitui Social Forestry Regional Training Centre. The content of the training is given in the attached information sheets.

In order to facilitate transport for trainees from remote places, we are providing a "JICA" minibus GK X459 to be in front of The DFO's office Nyambene on 12th May 1997 at 8.30 a.m., Meru DFO's office at 10.00 a.m., Chuka DFO's office at 12.00 p.m., Embu DFO's office at 2.00 p.m. and Kiritiri shopping centre at 2.30 p.m. to proceed to Kitui Social Forestry Training Centre.

Looking forward to your participation in the course.

Yours faithfully,

Josephine K. Kalumbu
For: The Chairman
Training Sub-Committee

Encl.

NB: Please nominate only those farmers who can read and write and are able to communicate in KISWAHILI.

COURSE INFORMATION

1. Title: Farmer's Course
2. Objectives: To train participants on practical knowledge and techniques on tree planting and associated activities, and to extend recommended techniques to the rural areas so as to strengthen farmers' skills to promote Social Forestry activities in semi-arid lands.
3. Participants: 30 farmers from semi-arid areas nominated by Ministry of Agriculture, Forest Department and other organisations without excluding projects and NGOs.
4. Language: Kiswahili.
5. Duration: From Monday 12th to Friday 23rd May 1997
6. Contents: See attached programme.

GENERAL INFORMATION OF TRAINING

1. Accommodation and meals will be provided to all trainees during the travelling course. However, there is no accommodation available for non- trainees, i.e. children or wife of trainees, and meals are also not free of charge for non- trainees.
2. Children and babies are not allowed to stay in the Training Centre. Nursing facilities for children are not available.
3. Trainees are requested to bring their own cloths and other personal effects e.g. toothbrush and toothpaste, sandals, when they come to the Training Centre.
4. Training materials and necessary stationeries will be provided.
5. First aid service will be provided and transport to the nearby hospital is also available in case of emergency.
6. Transport expenses for both way and travelling allowance will be paid to trainees during the training course according to our standard, if the receipts of buses or matatus and accommodation are submitted. No travelling expenses will be paid to a participant who applies a privately hired or personal vehicle. According to our standard only direct routes will be considered.
7. Trainees are requested to arrive and to be registered at the Training Centre before the first day starts.

Kitui Regional Social Forestry Training Centre Course Programme

Farmer's Course, 12th-23rd May, 1997

A5-3-6/ For Trainees

TIME / DATE	8:30	9:25	9:35	10:30	10:50	11:45	11:55	12:30	13:45	14:40	14:50	15:45	16:05
MON 12/5/97	9:25 9:35	9:35 10:30	10:30 10:50	10:50 11:45	11:45 11:55	11:55 12:30	12:30 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00	17:00
TUE 13/5/97	Role of farmers to promote tree planting (Mr. Mutie DFEQ, central)	Useful tree species for social forestry (Mr. Mutie DFEQ, Central)	Tea Break	Continued Establishment of small scale nurseries (Mr. Mutie DFEQ, Central)	Break	Opening and Lunch (DSDO) Kitui	Seed Collection and Handling (Mr. Roteng SFTT)	Tea Break	Continued	Continued registration	Introduction	Continued	Continued
WED 14/5/97	Seed pre-treatment including demonstration and practice (Mr. Roteng SFTT)	Continued	Tea Break	Continued	Continued	Continued	Medicinal and edible plants for rural life (Jeremiah Ngũgũko SFTT)	Tea Break	Continued demonstration and practice	Continued	Continued	Continued	Continued
THU 15/5/97	Husery techniques and management (Mr. Oyangi, Asst Forester, Central)	Continued	Tea Break	Continued practice	Break	Continued practice	Tree Protection (Mr. Osoce, SFTT)	Tea Break	Continued	Continued	Continued	Continued	Continued
FRI 16/5/97	Planting and Tending Techniques (Mr. Osoce, SFTT)	Continued	Tea Break	Tree Management Techniques (Natural & Planted) (Mr. Mwach, SFTT)	Break	Continued	Field Trip to Pilot Forest Site (Practice and Demonstration of planting and Tending and tree management techniques) (Mr. Osoce, SFTT)	Tea Break	Continued	Continued	Continued	Continued	Continued
SAT 17/5/97	Study Tour to Goat and Sheep Project and Model Agroforestry on-farm in Kitui (Training Officers, SFTT)												
SUN 18/3/97	Study Tour to Katangi On farm Agroforestry Site (Training Officers, SFTT)												

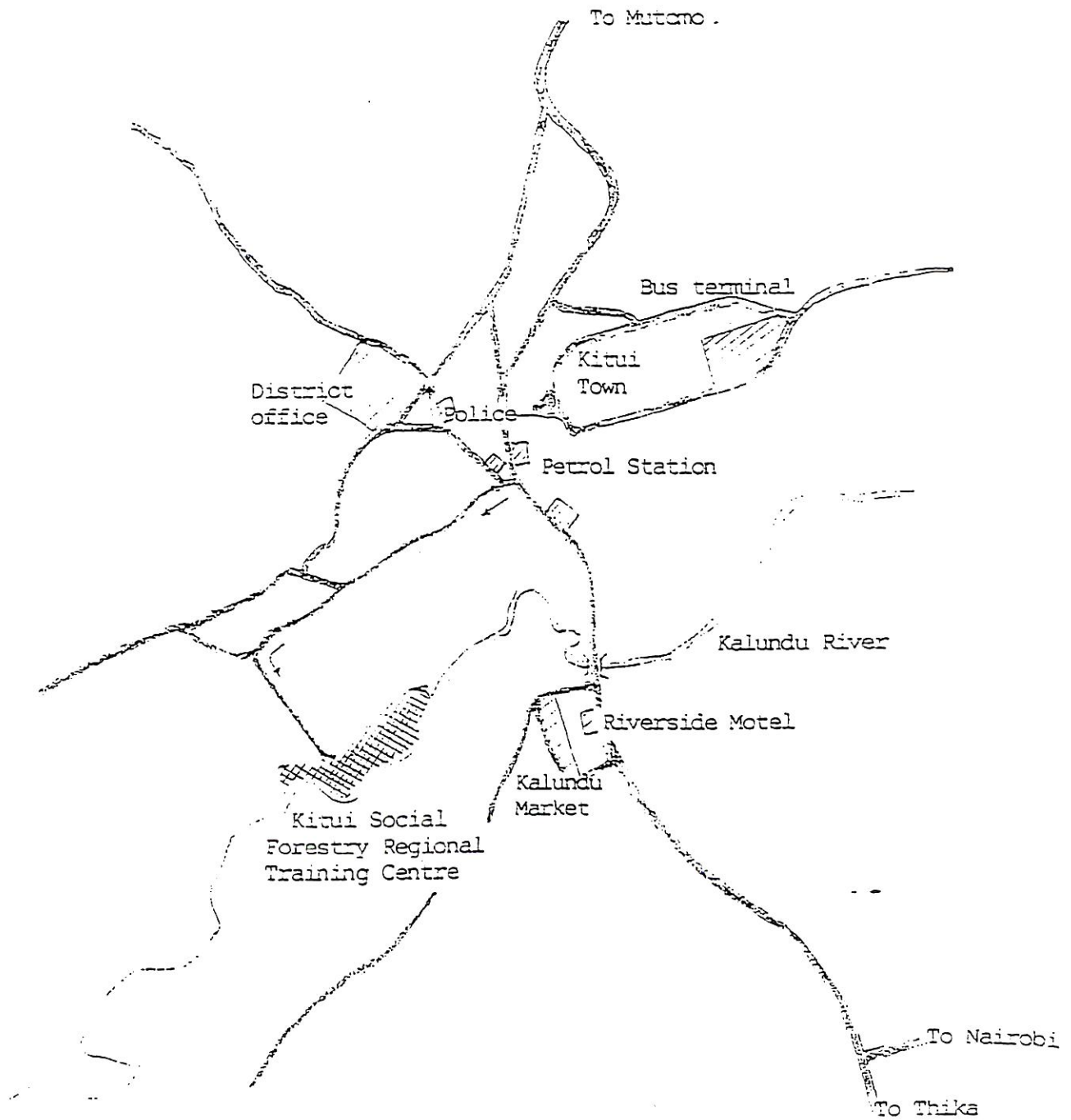
F R E E T I M E

MUM Regional Social Forestry Training Centre Course Programme Farmer's Course, 12th-23rd May, 1997

TIME DATE	8:30 9:25	9:35 10:30	10:30 10:50	11:00-50 11:45	11:45 12:50	12:50 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
MON 19/5/97	Animal Disease control (Dr Wachira Vet. officer central division)	Range/land Management (Mr. Kaindi, Livestock Officer, Kitui)	Tea Break	Soil Conservation (Mr. Mutemi, Div. Mech. officer, Mwa. Kitui)	Continued	Lunch 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
TUE 20/5/97	Energy for rural life (Mr. Chege KEMCO, Kitui)	Continued	Tea Break	Demonstration of Enzaro jiko and field trip	Continued	Lunch 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
WED 21/5/97	Recommendable fruit trees and use (Mr. Wandugu, DAE/Kabai)	Continued	Tea Break	Organic farming practice (Mr. Roteng, SFIP)	Bee-keeping (Mr. Muthoka District bee officer, Kitui)	Lunch 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
THU 22/5/97	Organic Farming practice (Mr. Roteng, SFIP)	Grinding & budding techniques (Mr. Wandugu, DAE/Kabai)	Tea Break	Continued	Agroforestry practice (Mr. Mungai, Centre Manager Kitui Ag Centre)	Lunch 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00
FRI 23/5/97	Group Discussion (Training officer, SFIP)	Continued (Mr. Oyugi and Mr. Chege)	Tea Break	Continued	Closing and Lunch (DFO, Kitui)	Lunch 13:45	13:45 14:40	14:40 14:50	14:50 15:45	15:45 16:05	16:05 17:00

D e p a r t m e n t

KITUI SOCIAL FORESTRY REGIONAL
TRAINING CENTRE



Mailing Address: P.O. Box 892, KITUI.

Telephone: 0141-22626

Annex 6

Letter for nominators

and trainees outside

the target area.



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre / Pilot Forest

Mailing Address P.O.Box 892, Kitui
Telephone: 0141-22526 / 22311 / 22762

Project Headquarters
c/o KEFRI
P.O.Box 20412 Nairobi
Telephone: 0154-32891 / 2

Ref: KSFP/98/1/269

Date:
31 July, 1996

Charles O. Nyandiga
RESCUE - Co - ordinator,
P. O. Box 41607,
NAIROBI

Dear Sir,

RE: FRONT-LINE EXTENSION STAFF COURSE.

I am in receipt of your letter dated July 24th, 1996. We shall be hosting the above course with effect from 9th - 20th August 1996. I am pleased to inform you that we have granted you 1 (one) chance during the coming course.

Enclosed please find the nomination form which should be filled and returned to us in good time, an invitation letter to be addressed by you to the nominee and some information sheet.

Everything shall be catered for the trainee by our project except for his/her cost of travelling which should be catered for by your project.

I hope to get your response in good time.

Yours Faithfully,

A handwritten signature in cursive script, reading 'Florah Mwawughanga', is written above the typed name.

Florah Mwawughanga

FOR: CHAIRMAN TRAINING SUB-COMMITTEE.

Encl.

GENERAL INFORMATION OF TRAINING

1. Accommodation and meals will be provided to all trainees during the training course. However, there is no accommodation available for non- trainees, i.e. children or wife of trainees, and meals are also not free of charge for non- trainees.
2. Children and babies are not allowed to stay in the Training Centre. Nursing facilities for children are not available.
3. Trainees are requested to bring their own cloths and other personal effects e.g. toothbrush and toothpaste, sandals, when they come to the Training Centre.
4. Training materials and necessary stationeries will be provided.
5. No Transport Expenses nor Out-of Pocket allowances will be paid to the trainees during or after the training course.
6. Trainees are requested to arrive and to be registered at the Training Centre before the first day starts.

Annex 7

Invitation letters for

Lecturers and others





KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre / Pilot Forest

Mailing Address P.O.Box 392, Kitui
Telephone: 0141-22626 / 22311 / 22762

Project Headquarters
c/o KEFRI
P.O.Box 10412 Nairobi
Telephone: 0154-32391 / 2

Ref:
KSFP/98/263

30 May, 1997
Date:

Mr. Mutie.
DFEO - Central.
P. O. Box 106.
KITUI

Invitation letter for Lecturer

Thro'

The District Forest Officer.
P. O. Box 106,
KITUI

Dear Sir,

TRAINING COURSE FOR WOMEN FARMERS 9TH - 20TH JUNE 1997

Kenya/Japan Social Forestry Training Project will provide a training course for women farmer from Monday 9TH - 20TH, June 1997 at the Kitui Social Forestry Regional Training Centre.

We will appreciate if you give lectures at our centre as scheduled in the timetable. In case you are not in a position to do so, we will appreciate if you inform us in advance.

Enclosed, please find course programme and course information.

With kind regards.

Yours Faithfully,

Josephine K. Kalumbu
For: The Chairman
Training Sub-committee

Encl.



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre / Pilot Forest

Mailing Address P.O.Box 392, Kitui
Telephone: 0141-22526 / 22311 / 22762

Project Headquarters
c/o KEFRU
P.O.Box 20412 Nairobi
Telephone: 0154-32391 / 2

KSFP/98/1/Vol.II/269

Ref:

2 September, 1997
Date:

The District Commissioner,
P.O. Box 1,
KITUI

Invitation letter for Guest of
Honour of Opening Ceremony.

Dear Sir,

**RE: TRAINING COURSE FOR FRONT-LINE
EXTENSION STAFF**

Kenya/Japan Social Forestry Training Project will host a training course for Teachers from Monday 8th to Friday 19th September, 1997 at the Kitui Social Forestry Training Centre.

The main objective is to create awareness on the need to plant trees as well as to train participants on practical knowledge and techniques so as to enhance their role of motivating the community to carry out social forestry activities in semi-arid lands.

We will appreciate if you could kindly accept to officially open the course on Tuesday 9th September, 1997 at 12:00 noon as indicated in the programme.

Enclosed, please find the course information and time table for your retention.

Yours faithfully,

N.M. Muniafu

For: The Chairman Training sub-committee.

Encl.



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Kitui Regional Training Centre / Pilot Forest

Mailing Address P.O.Box 392, Kitui
Telephone: 0141-22626 / 22311 / 22762

-Project Headquarters
c/o KEFRI
P.O.Box 20412 Nairobi
Telephone: 0154-32391 / 2

KSFP/98/1/Vol.II/273

Ref:

2 September, 1997

Farm Manager,
ICRAF Field Station,
P.O. Box 953,
MACHAKOS

Request letter for the
organization for a study tour.

Dear Sir,

RE: TRAINING COURSE FOR FRONT-LINE EXTENSION STAFF

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 8th to Friday 19th September, 1997 at Kitui Social Forestry Regional Training Centre.

Since we are planning to visit your Station on Saturday 13th September, 1997 at 10:00 a.m., we would appreciate it if you could make arrangements to show our trainees your Station and activities.

Enclosed, please find the course information and timetable for your retention.

With kind regards.

Yours faithfully,

N.M. Muniafu

For: Chairman Training Sub-committee.

Encl.

Annex 7-2

The Components of

Nomination or

Invitation letters

The components of Nomination or Invitation letters

To whom	What should be sent	deadline of sending	confirmation
Ordinary nomination and invitation Ordinary nominators (including nominees)	<ul style="list-style-type: none"> - letter for nominators - list of information - course information including course programme - general information including Kitui town map - nomination form - invitation letter (letter for trainees course information including course programme, general information including Kitui town map) 	1-1½ months in advance	<ul style="list-style-type: none"> - nomination form should be send back 7-10 days in advance. - if no reply, to confirm by telephone or direct contact
Individual persons/organizations which request for participation inside the target area	<ul style="list-style-type: none"> - Invitation letters for individuals - nomination letters for organization 	1-1½ months in advance	Same as above
(Staff of the project/KEFRI)	<ul style="list-style-type: none"> (- information of course to the section) - lecture (general information is different from ordinal v one) 		
Individual persons/organization which request for participants outside the Target area.	<ul style="list-style-type: none"> - A letter asking whether they can accept condition without travel allowance. - invitation letter for individuals. - nomination letters for organizations (the letters say there is no travel allowance). 		
Resource persons	<ul style="list-style-type: none"> - invitation letter - course information including course programme 	2-3 weeks in advance	confirm at least 2 days in advance
Guest of honour for opening/closing ceremony	<ul style="list-style-type: none"> - invitation letter - course information including course programme 	2-3 weeks in advance	confirm at least 2 days in advance
Organization for study tours	<ul style="list-style-type: none"> - request letter - course information including course programme 	2-3 weeks in advance	confirm at least 3 days in advance

Annex 8

List of Distribution

Materials



LIST OF DISTRIBUTED MATERIALS

1. One text book (Social Forestry Techniques part one) English version.
2. Course programme.
3. Tree name check list.
4. Guide for training participants with map of Kitui Centre together with Tree map of Training Centre.
5. Exercise notebook.
6. Ball-point pen.

If any of the materials above is missing, please inform the training staff.

Annex 9

Daily Record of

Training Course



Annex 10

Medicine stocklist

MEDICINE STOCK LIST

	MEDICINE	EFFECT OF MEDICINE	DOSAGE
1.	Magnesium trisilicate tabs	Stomach-ache (Acidic)	2x3 for 3 days
2.	Aspirin tabs	Pain killer (Acidic)	2x3 peptic ulcer (No)
3.	Throatsil tabs	Sore throat (cough)	1x3
4.	Actal tabs	Stomachache (Acidic)	2x3
5.	Panadol tabs	Pain killer	2x3
6.	Piriton tabs	Cold and Allergy	1x3
7.	Fansidar tabs	Malaria	3x1 start single dose
8.	Eye pad	Eye Injury	-
9.	Linseed oil paper	Burn	-
10.	Bandage	Covering Fresh/old wound	-
11.	Sterile gauze pad	Fresh wound	-
12.	Elastoplast	Wound	-
13.	Sterile dressing	Fresh/Old wound	-
14.	Iodine	Applied on fresh wound	-
15.	G.V.	Washing fresh injuries	- - -

Annex 10-2

*Medical record of
trainees*





Annex 10-3

Agreement form

Annex 11

The list of Trainees





Annex 12

Guidance for training

participants

GUIDE FOR TRAINING PARTICIPANTS

Kitui Social Forestry Regional Training Centre

1. The following daily routine should strictly be observed (excluding the days of trips).

<u>Time</u>	<u>Item</u>
07:30 - 08:20 hrs	Breakfast
08:30 - 13:00 hrs (with breaks)	Morning Lectures
13:00 - 14:00 hrs	Lunch
14:00 - 17:00 hrs (with breaks)	Afternoon Lectures
17:00 - 18:30 hrs	Free time
18:30 - 20:00 hrs	Supper
20:00 - 22:00 hrs	Free time

→NB: The gate will be closed at 22:00 hrs.

2. It is essential that name tags provided at registration be worn for ease of identification. The participants without the name tag might not be provided with meals in the Dining Hall.
3. Information and messages for participants are on the board in the Lecture Room A.
4. Smoking is not allowed in lecture rooms.
5. All lectures and field trips are compulsory for participants. In case of unavoidable circumstances obliging you to absent from a lecture or a field trip, or to stay out of the dormitory for a night, the prescribed form should be submitted to the training officers before hand.
6. Be mindful of using facilities. Equipment and fixtures in the buildings should not be moved without permission.
7. Use water very sparingly, because quantity of water supply to the centre is not enough.
8. First aid facilities are available at the training office.
9. In-door games, e.g. darts and table tennis, are available in the Dining Hall during free time only.
10. Telephone service is not available. In case of emergency, please contact the training officers.

SCRIPT FOR INTRODUCTION DURING TRAINING COURSE

VERSION ONE - ENGLISH

ITEM 1. PARTICIPANTS TO THE TRAINING COURSE.

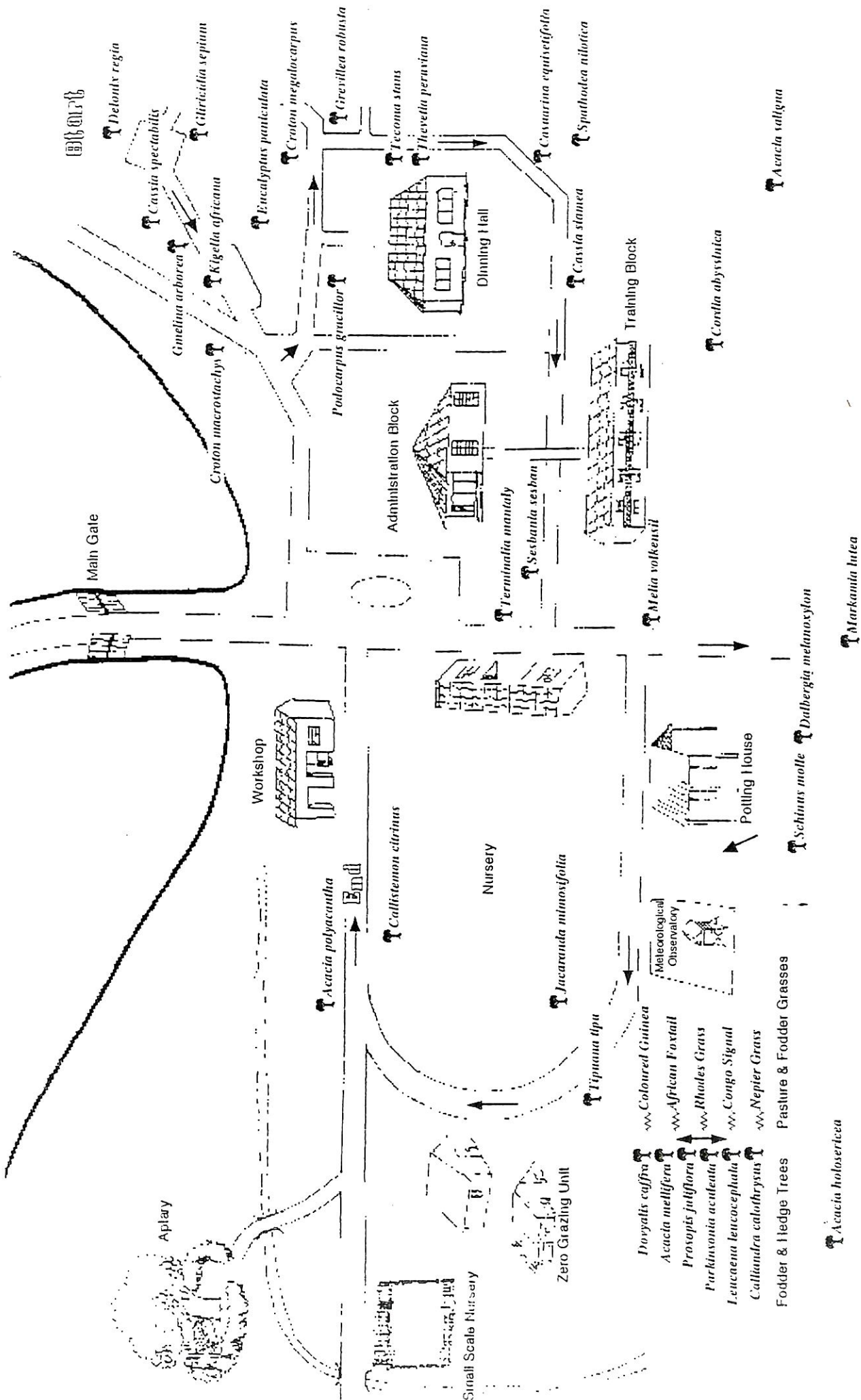
- Welcome to the training course organized by the Social Forestry Training Project. Kitui.
- I would like to congratulate you to have been selected to attend this course.
- The course will take 12 effective days, commencing today.
- How are you expected to benefit from this course?
 - a) You will be taught techniques of tree planting , soil conservation measures. very relevant knowledge that you will need on your farm.
 - (b) You will have the opportunity to see by yourself various activities others undertake e.g through field visits, tours, observations, videos or films etc. such opportunities are so rare, few people get them.
 - (c) You will interact with others from different localities during the courses and come to know of their experiences.
 - (d) You will react to the knowledge acquired by involving yourself in discussion with others, asking questions, or talking about the course. You will therefore be a better person at the end of course.

While attending the training course, we would like that you observe the following:

- a) Read the course programme so that you become familiar with each day's activities.
- b) Attend all lecture sessions full time.
- c) Be punctual at all sessions outlined in the programme.
- d) Be familiar with places where various functions will be held e.g lecture room, library, dining hall etc.
- e) Create a conducive atmosphere or mood that enables fruitful interaction with course lecturers, training co-ordinators and field trip subject matter specialists. That is, be free to discuss or ask questions about issues or topics, usually of a technical nature, that you may be having doubt or not sure about.
- f) Having said that, I want now to wish you a conducive pursuit of your lecture sessions and a pleasant stay at the centre for this short period.

Domo arigato gozaimasu.

Thank you very much.



Tree Map of Kitui Centre

Annex 13

The visit sites of study tour

VISIT SITES FOR STUDY TOUR

COURSE	SITE
Farmers and Women farmers	(I) Goats & sheep Project (GASP), Kwavonza (ii) Extension Model farmers/Small scale nursery, Kwavonza (iii) Undugu Society of Kenya, Katangi-Machakos
Teachers and Front-line Extension Staff	ICRAF - Machakos

Annex 14

Video Library

List of Video in Kitui Regional Training Centre

Title of Video	Remark
Agroforestry -50Min	English & Kiswahili
Agroforestry Drama By KWAP-2.5Hrs Agroforestry lesson.	Kiswahili
Family planning Family planning lesson.	English, Kiswahili
Miti ni mali-Nursery establishment & techniques lesson (by SFTP 1997)	English, Kiswahili
Termites Control-Tree Protection lesson (by SFTP 1991)	English & Kamba
JICA- Hand in hand with Kenyan people Orientation. (by JICA)	English
A Green Earth or a dry Desert/Trees for Tomorrow.	English
The lively women of Kenya.	English
The fate of the forests and the natural World.	English
UVERITO-A Forest in the Savannah & AFRICA - Forest or Desert.	English
A Farmer's Co-operative & family - Agricultural Technology.	English
Profile of a Nation - Agricultural Co-operatives and farm Life.	English
Preserving the Global Environment.	English
Desert Agriculture.	English
Profile of a Nation - 'Erosion Control'.	English
Education from Primary to High School in Japan.	English
Street children - 4 min 52 sec by PEPP.	English

Annex 15

Sheets for Course

Evaluation

COURSE TITLE: FRONT-LINE EXTENSION STAFF COURSE

TRAINEE EVALUATION RESPONSE SHEET

Date:

DISTRICT:

DIVISION:

LOCATION:

SUB LOCATION:

Office NAME:

1. Who recommended you to attend this Course?

- D.F.O D.A.O. D.E.O. S.F.T.P. Any other specify _____

2. Did you receive information and invitation to the course in good time?

- 3 Weeks 1 - 2 Weeks Less than 1 Week

3. Please is this particular course timing better for you?

Yes or No, if 'No' say which month is better

4. What are your feelings about the Course duration

- Too short Adequate Too long

5. What are your feelings about the study tours conducted on ~~Saturday~~ during the Course?

6. What were you interested most on in this course?

- Role of Extension staff in Social Forestry Development
- Useful tree species for Social Forestry.
- Seed collection and pre-treatment.
- Establishment of Small scale Nurseries
- Nursery Techniques and Management.
- Medicinal and edible plants for rural life
- Tree protection.

- What's expected of Extension staff
- Planting and tending techniques.
- Tree management techniques.
- Field survey methods for Extension work.
- Soil Conservation.
- Organic Farming.
- Management of field operations with annual plan..
- Gender Analysis.
- Agroforestry Practices.
- Methods a of Extension/communication techniques.
- Recommendable fruit trees and use.
- Budding and Grafting techniques.
- Experience in Extension services through P. Forest.
- Any other specify _____

7 Were the above topics covered by the lecturers effectively?

- Yes No

If 'No' do write down the topics

8. Which lesson(s) would you wish to learn on more as per listed in question 6?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

9. *Summarize any other topic - you feel should be included.*
What is your feeling on the following new topics introduced.

i) Medicinal and edible plants for rural life.

ii) What is expected of extension staff?

iii) Management of field operations with annual plan.

iv) Agroforestry

10. Which topic(s) did you find too difficult or not useful to you in this course as per listed in question 5.

	Too difficulty	Not useful
1.		
2.		
3.		
4.		

11. What other topics do you feel should be included in this course?

1.	
2.	
3.	
4.	

12. Please write down your impression, comments and suggestion about this training course.

i) Impressions

ii) Comments

iii) Suggestions

COURSE TITLE: FARMERS' COURSE**TRAINEE EVALUATION RESPONSE SHEET**

DISTRICT:

DIVISION:

LOCATION:

1. Who recommended you to attend this Course?

 D.F.O D.A.O. D.C. S.F.T.P. Any other specify _____

2. Did you receive information and invitation to the course in good time?

 3 Weeks 1 - 2 Weeks Less than 1 Week

3. Please is this particular course timing better for you?

Yes or No, if 'No' say which month is better

4.. What are your feelings about the Course duration

 Too short Adequate Too long

5. What are your feelings about the study tours conducted on Saturday during the Course?

6. What were you interested most on in this course?

- Useful tree species for Social Forestry.
- Seed collection and pre-treatment.
- Establishment of Small scale Nursery.
- Medicinal and edible plants for rural life
- Tree protection and management.
- Planting and tending techniques.
- Animal Disease control.
- Range-land Management..

- Soil Conservation.
- Organic Farming.
- Bee Keeping.
- Home Economics.
- Family Planning.
- Human Nutrition.
- Recommendable fruit trees and use.
- Budding and Grafting techniques.
- Energy saving and improved stoves (KCJ)
- Any other specify _____

7. Were the above topics covered by the lecturers effectively?

- Yes No

If 'No' do write down the topics

8. Which lesson(s) would you wish to learn on more as per listed in question 3?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

a) What is your feeling on the following new topics introduced.

i) Human nutrition

ii) Family Planning

iii) Home economics

10. Which topic(s) did you find too difficult or not useful to you in this course as per listed in question 6

	Too difficulty	Not useful
1.		
2.		
3.		
4.		

11. What other topics do you feel should be included in this course?

1.

2.

3.

4.

12. Please write down your impression, comments and suggestion about this training course.

i) Impressions

ii) Comments

iii) Suggestions

COURSE TITLE: TEACHERS' COURSE

TRAINEE EVALUATION RESPONSE SHEET

Date:

DISTRICT:

DIVISION:

LOCATION:

SUB LOCATION:

SCHOOL NAME:

1. Who recommended you to attend this Course?

- D.F.O
- D.A.O.
- D.E.O.
- S.F.T.P.
- Any other specify _____

2. Did you receive information and invitation to the course in good time?

- 3 Weeks
- 1 - 2 Weeks
- Less than 1 Week

3. Please is this particular course timing better for you?

Yes or No, if 'No' say which month is better

4. What are your feelings about the Course duration

- Too short
- Adequate
- Too long

5. What are your feelings about the study tours conducted on Saturday during the Course?

6. What were you interested most on in this course?

- Role of schools in rural tree planting activities.
- Useful tree species for Social Forestry.
- Seed collection and pre-treatment.
- Establishment of Small scale Nurseries and nursery techniques.
- Nursery management.
- Medicinal and edible plants for rural life

- Tree protection.
- Planting and tending techniques.
- Tree management techniques.
- Landscape for school compound .
- Soil Conservation.
- Organic Farming.
- Bee Keeping.
- Communication techniques
- School approach programme to soil conservation.
- Importance of Gender issues on social forestry.
- Recommendable fruit trees and use.
- Budding and Grafting techniques.
- Energy for Rural Life
- Any other specify _____

7 Were the above topics covered by the lecturers effectively?

- Yes No

If 'No' do write down the topics

8. Which lesson(s) would you wish to learn on more as per listed in question 6?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. What is your feeling on the following new topics introduced.

i) Medicinal and edible plants for rural life.

ii) Landscape for school-compound.

iii) Importance of Gender issues on Social Forestry.

iv) Agroforestry

10. Which topic(s) did you find too difficult or not useful to you in this course as per listed in question 6.

	Too difficulty	Not usefui
1.		
2.		
3.		
4.		

11. What other topics do you feel should be included in this course?

1.	
2.	
3.	
4.	

12. Please write down your impression, comments and suggestion about this training course.

i) Impressions

ii) Comments

iii) Suggestions

EVALUATION FORM

(COMMUNITY LEADERS COURSE)

Tick (✓) the correct

(1) Who nominated you to attend this Course ?
Nani alipendekeza uingie kwa haya mafunzo ?

- District Commissioner.
- Any other (mention) _____

(2) What were you interested most on in this Course ? (You can choose more than one).

Nini kilikufutia sana katika haya mafunzo ?
(Unaweza kuchagua zaidi ya moja).

- Useful tree species for social forestry.
- Laws and regulations related to social forestry.
- Gender Analysis in social forestry.
- Seed collection, handling and pre-treatment.
- Small scale nursery establishment and nursery techniques.
- Tree protection
- Planting and tending techniques.
- Tree management techniques.
- Medicinal and edible plants for rural life.
- Soil conservation.
- Agroforestry practices.
- Any other topic (mention) _____

3. Ni somo/masomo gani unataka kusoma zaidi-?

Which lesson(s) would you wish to learn on more ?

4. Ni somo gani uliona ngumu ama haikuwa na faida kwako katika haya mafunzo ?

Which topic(s) did you find too difficult or not useful to you in this course ?

5. Ni masomo/somo gani unafikiri yanaweza kuongezwa katika haya mafunzo ?

What other topic(s) do you feel should be included in this course ?

6 . Tafadhali andika shawishi, mawazo, maoni/shauri na pendekezo.

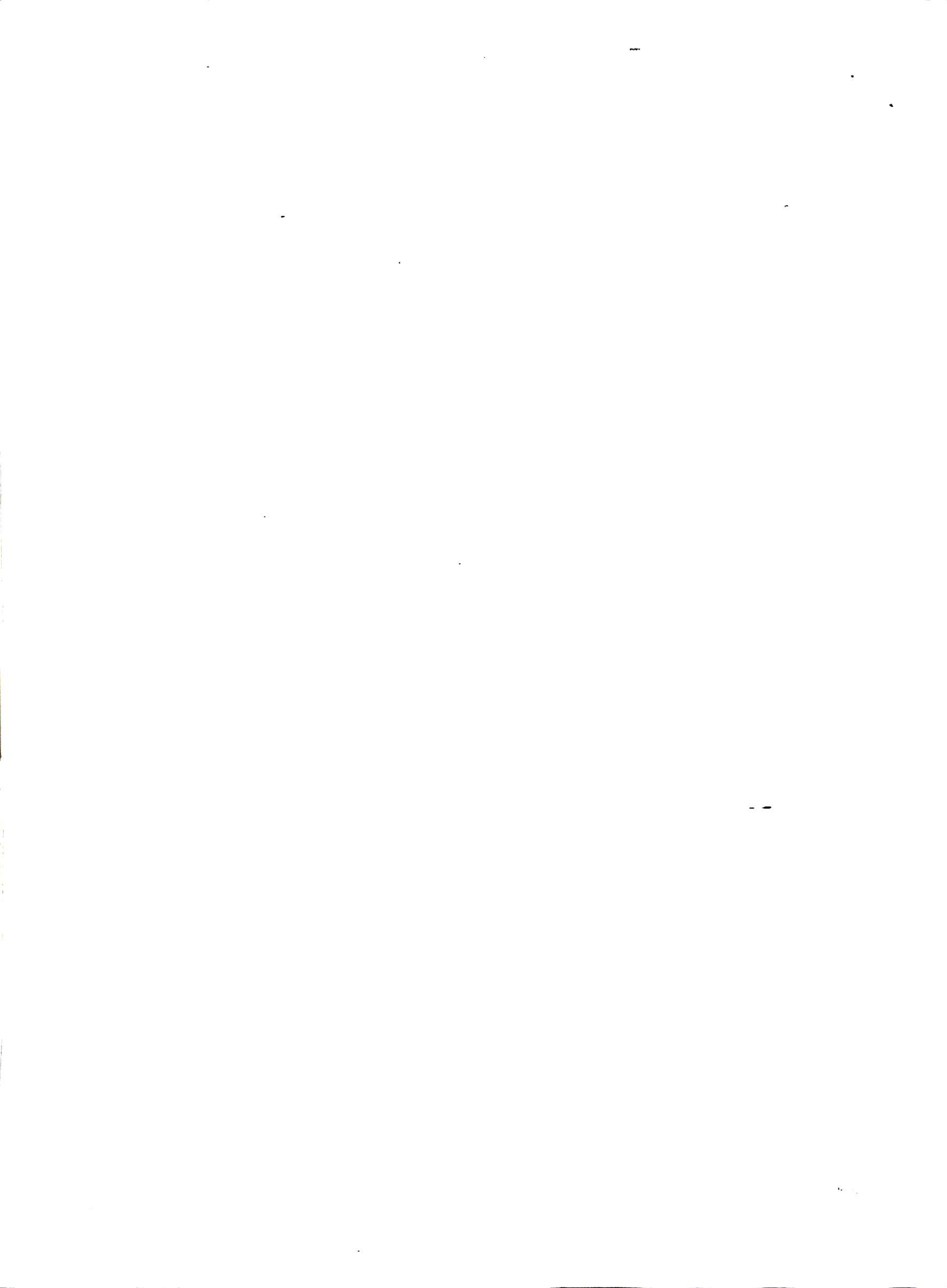
Please write down your impressions, comments, suggestions and recommendations.

Shawishi (Impressions)

Mawazo (Comments):

Maoni/Shauri (suggestions)

Mapendekezo (Recommendation(s))



MAFUNZO YA WAKULIMAAKINA MAMA
FOMU YA MAONI

WILAYA

TARAFU

MTAA

1. Nani alipendekeza uingie kwa haya mafunzo?

(Zungushia alama (✓) jawabu lako

- Mkuu wa Kilimo Wilayani (D.A.O)
- Mkuu wa Misitu Wilayani (D.F.O)
- Social Forestry Training Project (S.F.T.P)
- Idara ingine (Taja)

2. Ulipata habari na barua ya kuhudhuria haya mafunzo kwa mda gani?

- Wiki tatu-zilizopita
- Wiki moja au mbili zilizopita
- Kabia ya wiki moja

3. Kwa maoni yako, wakati huu (Junji) unafaa kwa mafunzo ya *akina Mama?*

- Ndiyo
- La

Kama la, mwezi gani ni mzuri?

4. Uko na maoni gani juu ya mda wa mafunzo?

- Mfupi sana
- wastani
- mrefu sana

5. Andika maoni yako kuhusu safari ya Jumamosi wakati wa haya mafunzo.

.....

.....

.....

.....

6. Nini kilikufutia sana katika haya mafunzo

(Unaweza kuchagua zaidi ya moja)

- Umuhimu wa miti katika mazingira
- Kukusanya na kutayarisha mbegu
- Kuanzisha bustani ndogo na maarifa kwenye bustani la miche
- Miti ya dawa
- Ulinzi na utunzaji bora wa miti
- Kuzuia magonjwa ya wanyama
- Utunzaji wa shamba la malisho
- Uhiradhi wa udongo
- Kilimo hai
- Ufugaji wa nyuki
- Uchumi wa nyumbani ■ Malezi Bora
- Upangaji wa uzazi
- Uzalishaji, kupandikiza na kuchipua mitunda
- Kilimo mseto
- Kuhifadhi kawi na majiko ya kisasa
- Somo lingine (Taja)

7. Haya masomo yalifundishwa vizuri?

- Ndiyo
- La

Kama la, andika ni somo gani

.....

.....

.....

.....

.....

3. Kati ya masomo yaliyotajwa kwa nambari 6 ni somo gani unataka kusoma zaidi?

1.
2.
3.
4.
5.
6.
7.
8.

9. Andika maoni yako kuhusu haya masomo yaliyoanzishwa juzi

i. Upangaji wa uzazi ...

.....

.....

.....

.....

.....

ii Uchumi wa nyumbani

.....

.....

.....

.....

10 Ni somo gani uliona vigumu ama haikuwa na faida kwako katika haya mafunzo?

	Somo ngumu	Somo haina faida
1		
2		
3		
4		

11 Ni somo/masomo gani mapya unafikiri inaweza kuongezwa katika haya mafunzo?

1	
2	
3	
4	
5	

12 Tafadhali andika shawishi, mawazo, maoni/shauri yako:

Shawishi (Impressions)

Mawazo (Comments)

Maoni/Shauri (Suggestions)

Annex 16

*Pre-survey forms for
each course*

PRE-SURVEY FORM FOR FRONT-LINE EXTENSION STAFF COURSE

Date _____

Course Duration: from _____ to _____

Name: _____ Age: _____

Where is your home District: _____

Division: _____

Location: _____

Name of your office: _____

Education level: (a) S1-S4 (b) S5-S6 (c) S7-S8

(d) F1-F2 (e) F3-F4 (f) F5-F6

(g) Certificate (h) Diploma

1. What proportion of farmers have planted trees in your area?

(a) less than 25% (b) 25-49% (c) 50-74%

(d) 75% or more (e) can't estimate

2. How many seedlings have been planted by one farmer on the average in your area?

(a) less than 50 trees (b) 50-99 trees (c) 100-499 trees

(d) 500 trees or more (e) can't estimate

3. Can you estimate the number of groups, schools or any other bodies that have established tree nurseries in your area?

a. women's groups: _____ b. schools: _____

c. churches: _____ d. any other bodies: _____

e. total: _____

4. Can you estimate the number of seedlings raised in your area?

(a) Chief's nursery	(about)	(1,000/yr)
(b) Women's groups:	(about)	(1,000/yr)
(c) Churches:	(about)	(1,000/yr)
(d) Schools:	(about)	(1,000/yr)
(e) the other producers:	(about)	(1,000/yr)
(f) Total:	(about)	(1,000/yr)

II. Plan of work for extension in your area

1. Do you have the following targets to promote tree planting and tending in your area ?

i) Quantity of seeds collected

a) Yes; which kind of seeds ()

b) No explain why ()

ii) Number of seedlings planted

a) Yes; How many seedlings ()

b) No explain why ()

iii) Number of groups assisted

a) Yes, How many groups ()

b) No explain why ()

2. Who plans ?

(a) Yourself (b) DFEO (DFC) (c) Chief of location

(d) Other persons (bodies)

III. Current extension activities

1. What kind of activities do you carry out in one year ?

- (a) Preparation of reports.
- (b) Advisory services to farmers, groups and/or any bodies.
- (c) Organize tree planting seminar at Chief's baraza.
- (d) Assist farmers or the other bodies to get some tools, tubes, seeds, seedlings and/or something.
- (e) Other activities.

2. Please make number 1, 2, 3 ... in (), according to importance in methods that you have used in your extension work.

- () (a) Individual method
- () (b) Group method
- () (c) Mass media method (seminar at the chief's baraza)
- () (d) Farmer to farmer method
- () (e) Other method

3. How many farmers, groups or any other bodies do you assist (or contact) now ?

- | | | | | |
|----------------------|----------|---------|----------|------------------|
| (1) Farmers | (a) None | (b) 1-5 | (c) 6-10 | (d) More than 10 |
| (2) Women's groups | (a) None | (b) 1-5 | (c) 6-10 | (d) More than 10 |
| (3) Self help groups | (a) None | (b) 1-5 | (c) 6-10 | (d) More than 10 |
| (4) Churches | (a) None | (b) 1-5 | (c) 6-10 | (d) More than 10 |
| (5) Schools | (a) None | (b) 1-5 | (c) 6-10 | (d) More than 10 |
| (6) Any other bodies | (a) None | (b) 1-5 | (c) 6-10 | (d) more than 10 |

- IV. What alternatives have you used or advised in the undermentioned situations?
1. In case of shortage of tubes
 - (a) Used milk packs (b) Used small tins
 - (c) Made seedlings without tube
 - (d) Used other methods _____
 - (e) Nothing

 2. In case of shortage of water, how have you managed the nursery work?
 - (a) Made a shade (b) Moved seedlings near the water point
 - (c) Used other methods (which methods)
 - _____
 - (d) Nothing

 3. In case of termite attack on the seedlings,
 - (a) Used ash (b) Used chemical (c) Used oil
 - (d) Removed the queen (e) Transferred the seedlings
 - (f) Nothing

 4. In case of seedlings mortality
 - (a) Watered by bottle (b) Dug big hole
 - (c) Made microcatchment
 - (d) Other Trial: _____
 - (e) Nothing.

 5. What transport means do you use for extension?
 - (a) On foot (b) Your bicycle
 - (c) Bicycle owned by District Forestry.
 - (d) Other means: _____

V. Others

1. Please describe forestry activities that you have newly carried out after training in Kitui Centre if you have done.

2. What technical problem on forestry activities have you faced in your school ?

3. If there are useless techniques and knowledge for your field in the textbook and/or handout which the Project gave you, Please describe it in detail and concretely.

Presurvey Form for Women's / Farmers' Course

Date : _____

Name : _____ Age : _____

Course Duration : from _____ to _____

Where is your home District : _____

Division : _____

Location : _____

Please enclose the answer (alphabet) that is true of you with a circle in following questions.

1. What kind of materials is your house made of ?

(a) Stone (b) Burnt brick (c) Unburnt brick (d) Mud & Wood

2. How many acres of land do you have ?

(1) Shamba : (a) 0 acre (b) 1-3 (c) 4-10 (d) 11-20 (e) 21 or more

(2) Grazing land : (a) 0 acre (b) 1-3 (c) 4-10 (d) 11-20 (e) 21 or more

3. How many head of animals do you have ?

(1) Cattle : (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more

(2) Goats : (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more

(3) Sheep : (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more

3.1. For what purpose do you keep them ?

(1) Cattle : _____

(2) Goats : _____

(3) Sheep : _____

4. Are you a member of Group ?

- (a) Yes (b) No

(If replied "Yes")

4.1 Does your group carry out tree planting activities ?

- (a) Yes (b) No

5. Have you ever planted trees except fruits ?

- (a) Yes (b) No

(If replied "Yes")

5.1. When did you start planting trees for the first time ?

- (a) 10 or more years ago (b) 5-9 years ago (c) 1-4 years ago

5.2. So far how many trees (except fruits) have you planted in your land?

- (a) 1-49 trees (b) 50-99 (c) 100-499 (d) 500 or more

5.3.1 So far how many trees planted (except fruits) are surviving in your land ?

- (a) 1-49 trees (b) 50-99 (c) 100-499 (d) 500 or more

5.3.2 What is the survival rate of trees (except fruits) planted so far in your land ?

- (a) 0 % (b) Low level (1-30 %) (c) Medium level (31-69%)
(d) High level (70-100%)

5.4 How many seedlings (except fruits) did you plant within last one year in your land?

- (a) 0 seedlings (b) 1-49 (c) 50-99 (d) 100-499 (e) 500 or more

5.5 Where have you mainly planted trees in your land ? (You may select one or more)

- (a) around house or in the garden (b) boundary (c) shamba
(d) grazing land (e) specific area for plantation

6. For what purpose have you planted these trees ? (You may select one or more)
- (a) Ornamental (b) Shade (c) Firewood (d) Chacoal making (e) Fodder
 (f) Fertilizer (g) Pole/Timber for construction
 (h) Others : _____

6.1 Have you already utilized your trees (wood, foliage, etc.) for the following purposes?

- (a) firewood (b) pole/timber (c) charcoal making (d) fodder
 (e) fertilizer (f) not yet used (trees are too young)

6.2 Have you ever got income through sales of your trees (pole, timber, firewood, etc.)?

- (a) got constant income every year (b) got income a few times
 (c) expect income in the future (d) private or family consumption only

7. Are you raising any seedlings in a nursery ?

- (a) Yes (b) No

(If replied "Yes")

7.1 Whose nursery is it ?

- (a) Private / individual (b) Group
 (c) Others (specify) : _____

7.2 How many seedlings a year do you raise in such a nursery ?

- (1) Private / individual : _____
 (2) Group : _____
 (3) Others : _____

7.3 Have you or your group sold or given some of the seedlings produced in the nursery to someone e.g. other villages ?

- (a) only used by yourself or group members
 (b) sold (got income) (c) given (free of charge)

8. From whom have you got the following techniques on nursery and tree planting so far except the training course at K.T.C. you are taking at present ?

8.1. Seed collection

- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

8.2. Nursery works

- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

8.3. Choice of the appropriate species.

- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

8.4. Agroforestry techniques

- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

8.5. Wood/products utilization (How to use the wood and other tree products)

- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

6. For what purpose have you planted these trees ? (You may select one or more)
- (a) Ornamental (b) Shade (c) Firewood (d) Chacoal making (e) Fodder
 (f) Fertilizer (g) Pole/Timber for construction
 (h) Others : _____

6.1 Have you already utilized your trees (wood, foliage, etc.) for the following purposes?

- (a) firewood (b) pole/timber (c) charcoal making (d) fodder
 (e) fertilizer (f) not yet used (trees are too young)

6.2 Have you ever got income through sales of your trees (pole, timber, firewood, etc.)?

- (a) got constant income every year (b) got income a few times
 (c) expect income in the furture (d) private or family consumption only

7. Are you raising any seedlings in a nursery ?

- (a) Yes (b) No

(If replied "Yes")

7.1 Whose nursery is it ?

- (a) Private / individual (b) Group
 (c) Others (specify) : _____

7.2 How many seedlings a year do you raise in such a nursery ?

- (1) Private / individual : _____
 (2) Group : _____
 (3) Others : _____

- 7.3 Have you or your group sold or given some of the seedlings produced in the nursery to someone e.g. other villages ?
- (a) only used by yourself or group members
 (b) sold (got income) (c) given (free of charge)
8. From whom have you got the following techniques on nursery and tree planting so far except the training course at K.T.C. you are taking at present ?
- 8.1. Seed collection
- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far
- 8.2. Nursery works
- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far
- 8.3. Choice of the appropriate species.
- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far
- 8.4. Agroforestry techniques
- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far
- 8.5. Wood/products utilization (How to use the wood and other tree products)
- (a) your family or yourself (b) Group
 (c) Forest Department (Officers, workers) (d) Other Ministries (Agriculture,etc)
 (e) Any other source (f) I have not got them so far

9. Which kind of problems are you facing on forestry activities ?

(a) Lack of materials, specify them _____

(b) Lack of tools, specify them _____

(c) Lack of water

(d) Difficult to collect seeds

(e) Damage by insects, animals or disease

(f) Technical matters, specify them _____

(g) We are too busy with other works.

(h) Lack of cooperation among the members.

(i) Others (specify) : _____

10. What are your future plans of promoting tree planting activities after this course ?

We wish you well as you now prepare to go back home !

Pre-Survey Form for Teachers' Course

Date _____

Course Duration: from _____ to _____

Name: _____ Age: _____

Name of your school: _____

Where is your school District: _____

Division: _____

Location: _____

1. Number of pupils in your school.

about _____ pupils

2. What classes do you teach ?

S1, S2, S3, S4, S5, S6, S7, S8, F1, F2, F3, F4

3. What kind of subjects do you teach ?

4. How many trees planted are there in your school ?

(a) 0 (b) 1-99 (c) 100-499 (d) 500-999 (e) 1000 or more

5. Has your school established any tree nursery ?

(a) yes (b) no

(if replied "yes")

How many seedlings did your school raise within last one year ?

(a) less than 100 (b) 100-499 (c) 500-999 (d) 1000 or more

6. Are techniques and Knowledge on forestry taught in your school except teaching them in club activity ?

(a) yes (b) no

(if replied "yes")

To which classes are they taught ?

S1, S2, S3, S4, S5, S6, S7, S8, F1, F2, F3, F4

7. Is there any club on tree planting in your school ?

(a) yes (b) no

(if replied "yes")

How many pupils belong to the club ?

(a) under 20 (b) 20-49 (c) 50-99 (d) 100-199 (e) 200 or more

How many times is given to the club activities per week ?

(a) 1 (b) 2 (c) 3 (d) 4 (e) 5

8. Which kind of problems Are you facing on forestry activities?

(a) Luck of materials, specify them _____

(b) Luck of tools, specify them _____

(c) Luck of water

(d) It is difficult to collect seeds.

(e) Technical matters, specify them _____

(f) Others(Specify): _____

9. What are your expectations for enhancing tree planting activities in the future?

Annex 17

Travelling expenses

claiming sheet



TRAVELING EXPENSES CLAIMING SHEET

Name: _____

Address: _____

Occupation: _____

Traveling Route

Do not include meal or other expenses you spent on the way.

Date	from	to	expense (KShs.)

Night Out

Write places where you stayed and where you are going to stay on the way coming:

Date	Place

on the way back:

Date	Place

If dishonesty is found any allowance may not be paid!



Annex 18

Main survey form



4. Do you have following targets to promote tree planting and tending in you area?
- (1) Quantity of seeds that should be collected
- (a) yes: Which kind of seeds ()
- (b) no
- (2) Number of seedlings that should be planted
- (a) yes: How many seedlings ()
- (b) no
- (3) Number of groups that should be assisted
- (a) yes: How many groups ()
- (b) no
5. What kind of tasks do you carry out in one year ?
- (a) Make reports to the office
- (b) Advise farmers, groups and/or other bodies on various techniques
- (c) Hold seminars on tree planting at the chief's barazas
- (d) Assist farmers or the other bodies to get some tools, tubes, seeds, seedlings and/or something else
- (e) Do the other works : _____
6. Please mark 1, 2, 3 ... in () , according to the importance in methods that you have used in your extension work.
- () (a) individual method
- () (b) group method
- () (c) mass media method (e.g. seminar at the chief,s baraza)
- () (d) farmer to farmer method
- () (e) the other method: _____

MAIN SURVEY FORM FOR TEACHERS' COURSE

Date: _____

Name: _____

Name of the school: _____

Location of School District: _____

Division: _____

Location: _____

Mailing Address: _____

Date of training course at Kitui Training Centre:

I Data of the school

1. Number of pupils in your school.

(about: _____ Pupils)

2. On what kinds of class are you teaching?

S1, S2, S3, S4, S5, S6, S7, S8, F1, F2, F3, F4.

3. What kinds of subjects are you teaching?

II. Activities of tree planting

1. How many trees planted are there in your school?

(a) 0 (b) 1-99 (c) 100-499 (d) 500-999 (e) 1,000 or more

2. Is there any tree nursery in your school?

(a) Yes (b) No

(If replied "Yes")

How many seedlings did your school raise last season?

(a) less than 100 (b) 100-499 (c) 500-999 (d) 1,000 or more

3. What kinds of activities did your school carry out last year?

- a) Seeds collection
- b) Nursery work
- c) Tree planting in the school
- d) Distribution of seedlings to the pupils
- e) Any other works,
specify: _____

f) Nothing

III. Teaching of tree planting

1. Are techniques and Knowledge on forestry taught in your school except teaching them in club activity ?

- (a) yes (b) no

(if replied "yes")

To which classes are they taught ?

S1, S2, S3, S4, S5, S6, S7, S8, F1, F2, F3, F4

2. Is there any club on tree planting in your school ?

- (a) yes (b) no

(if replied "yes")

How many pupils belong to the club ?

- (a) under 20 (b) 20-49 (c) 50-99 (d) 100-199 (e) 200 or more

How many times is given to the club activities per week ?

- (a) 1 (b) 2 (c) 3 (d) 4 (e) 5

3. Please mark materials used in the followings when techniques and knowledge on tree planting are taught in your school ?

- a) Textbooks made by Project
- b) Pamphlets made by Project
- c) The other materials made by Project
- d) Pamphlet made by yourself
- e) Chart printed
- f) Chart made by yourself
- g) The other materials,
specify: _____

IV. Others

1. Please describe forestry activities that you have newly carried out after training in Kitui Centre if you have done.

2. What technical problem on forestry activities have you faced in your school ?

3. If there are useless techniques and knowledge for your field in the textbook and/or handout which the Project gave you, Please describe it in detail and concretely.

Main Survey Form for Farmers/Womens Course

Date: _____

Interviewer: _____

Interviewee: _____

District: _____

Division: _____

Location: _____

Mailing Address: _____

Date of training at K.T.C.: _____

1. What kind of materials is your house made of ?
 - (a) Stone (b) Burnt bricks (c) Unburnt bricks (d) Mud & Wood
2. How many acres of land do you have ?
 - (1) Shamba
 - (a) 0 acres (b) 1-3 (c) 4-10
 - (d) 11-20 (e) 21 or more
 - (2) Grazing land
 - (a) 0 acres (b) 1-3 (c) 4-10
 - (d) 11-20 (e) 21 or more
- 2.1 Who owns the land ?
 - (a) Husband (b) Wife (c) Son (d) daughter
- 2.2 Who cultivates the land ?
 - (a) Husband (b) Wife (c) Children (d) others: _____
3. How many head of animals do you have ?
 - (1) Cattle
 - (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more
 - (2) Goats
 - (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more

(3) Sheep (a) 0 head (b) 1-10 (c) 11-20 (d) 21 or more

3.1 For what purpose do you keep them ?

(1) Cattle: _____

(2) Goats: _____

(3) Sheep: _____

4. Are you a member of any Group ?

(a) Yes (b) No

(If replied "Yes")

4.1. Is the group composed of purely men, women or mixture ?

(a) Men (b) Women (c) Mixture

4.2 Does your group carry out tree planting activities ?

(a) Yes (b) No

5. Have you ever planted trees except fruits ?

(a) Yes (b) No.

(If replied "Yes")

5.1 When did you start planting trees for the first time ?

(a) 10 or more years ago (b) 5-9 years ago (c) 1-4 years ago

5.2 So far how many trees (except fruits) have you planted in your land ?

(a) 1-49 trees (b) 50-99 (c) 100-499 (d) 500 or more

5.3 So far how many trees planted (except fruits) are surviving in your land ?

(a) 1-49 trees (b) 50-99 (c) 100-499 (d) 500 or more

5.4 So far what is the survival rate of trees planted (except fruit trees) ?

- (a) 0% (b) Low rate (1-30%) (c) Medium rate (31-69%)
(d) High rate (70-100%).

5.5 How many seedlings (except fruits) did you plant within last one year in your land ?

- (a) 0 seedlings (b) 1-49 trees (c) 50-99 (d) 100-499
(e) 500 or more

5.6 Which species have you planted at these places and how many trees are surviving ?

Place planted trees	Species	Number planted	Number surviving	Survival rate	Purpose of planting	Evaluation of techniques
Compound						
Boundary of compound						
Shamba						
Boundary of shamba						
Grazing land						
The other place (specify)						

C.S. Cassia siamea
 C.sp. Cassia spectabilis
 L.L. Leucaena leucocephala
 A.A. Acacia albida
 A.T. Acacia tortilis
 A.I. Azadirachta indica (Neem)

M.V. Melia volkensii
 G.R. Grevillea robusta
 E.S. Eucalyptus spp.
 F. Fruits trees
 O. The other species

6.1 Have you already utilised your trees (wood, foliage, etc.) for the following purposes ?

- (a) Firewood (b) Pole/timber (c) Charcoal making
 (d) Fodder (e) Fertiliser (f) Others
 (g) Not yet used (trees are too young)

7. Have you ever got income through sales of your trees (poles, timber, firewood, etc.).

- (a) Got constant income every year (b) Got income a few times
 (c) Expect income in the future (d) Private or family consumption only.

7.1 Specify the form in which you sold the trees .

- (a) poles (b) timber (c) firewood (d) others: _____

7.2 Who benefits most out of the income received ?

- (a) Husband (b) Wife (c) Children (d) others: _____

8. Are you rising any seedlings in a nursery ?

- (a) Yes (b) No.

(If replied "Yes")

8.1 Whose nursery is it ?

- (a) Private/Individual (b) Group (c) Others: _____

8.2 How many seedlings a year do you raise in such a nursery ?

- (a) Private/Individual : _____
 (b) Group : _____
 (c) Others : _____

8.3 Have you or your group sold or given some of the seedlings produced in the nursery to someone e.g. other villages ?

- (a) Only used by yourself or group members (b) Sold (got income)
 (c) Given (free of charge).

8.4 Have you had any changes of nursery activities after training courses at K.T.C. ?

9. Which kind of problems are you facing on forestry activities ?

- (a) Lack of materials, specify them _____
 (b) Lack of tools, specify them _____
 (c) Lack of water.
 (d) Lack of land.
 (e) Difficult to collect seeds.
 (f) Damage by insects, animals or diseases.
 (g) Technical matters, specify them _____
 (h) We are too busy with other works
 (I) Lack of co-operation among group members.
 (j) Lack of co-operation among family members.
 (k) Others (specify): _____
-

10. Have you tried the new techniques which you learnt in the training courses at K.T.C.?

- (a) Yes (b) No.

(If replied "Yes")

10.1 Which kind of techniques have you tried ?

11. Have you taught any persons techniques that you learnt in the training courses at K.T.C. ?

(a) Yes (b) No.

(If replied "Yes")

11.1 To whom have you taught the techniques ?

(a) Family (b) Neighbours (c) Group members

(d) Other persons: _____

12. Are the following subjects useful for you ?

Subject	Usefulness	Practice
Family planning	(a) Very useful	
	(b) Useful	
	(c) Needless	
Home Economic	(a) Very useful	
	(b) Useful	
	(c) Needless	

13. Is there any useful idea you think could be included in the training course ?

13.1 What are your expectations for enhancing tree planting activities in the future ?

14. Evaluation by interviewer

14.1 Area for tree planting.

- (a) Not difficult, if farmers have knowledge and techniques which they can learn in the training course at K.T.C.
- (b) Difficult because of severe environment , it needs advanced techniques beyond training.

14.2 Conscious of the trainee for tree planting

- (a) High motivation and success in tree planting.
- (b) High motivation, but tree planting activities are not carried out continuously. (for example, exercises before and under preparation or nothing presently).

(reasons) _____

- (c) High motivation, but fail to plant trees (many seedlings died)

(reasons) _____

- (d) Trainee wants to try tree planting, but never planted.

(reasons) _____

(e) Low motivation

(reasons)

14.3 Items which the interviewer suggested to improve techniques of trainee.

14.4 Points that were obtained to improve the trainee course in this interview.

Annex 19

List of filling

materials

for each course

Annex 19
List of filling materials

FARMERS' COURSE

1. Handouts
 - (1) What is expected of leading farmers to promote tree planting (Role of farmers to promote tree planting).
 - (2) Useful tree species for social forestry.
 - (3) Small scale tree nursery establishment.
 - (4) Some medicinal and edible plants traditionally used in Kitui District.
 - (5) Tree protection (Kiswahili version).
 - (6) Planting and tending techniques.
 - (7) Tree management techniques (Natural and planted).
 - (8) Animal disease control.
 - (9) Rangeland management (Kiswahili version).
 - (10) Energy for rural life.
 - (11) Family resource management (Home economics).
 - (12) Family planning.
 - (13) Organic farming.
 - (14) Bee-keeping (Kiswahili version)
2. Trainees registration form.
3. Guide for training participants with tree map of Kitui Centre.
4. Map of Kitui town.
5. General information (Kiswahili version).
6. Course information.
7. List of distribution materials (Kiswahili version).
8. Traveling expenses claiming sheet (Kiswahili version).
9. To our dear trainee (Kiswahili version).
10. Trainee evaluation sheet (English and Kiswahili versions).
11. Pre-survey form (English & Kiswahili versions).
12. Main survey forms (English & Kiswahili versions).

