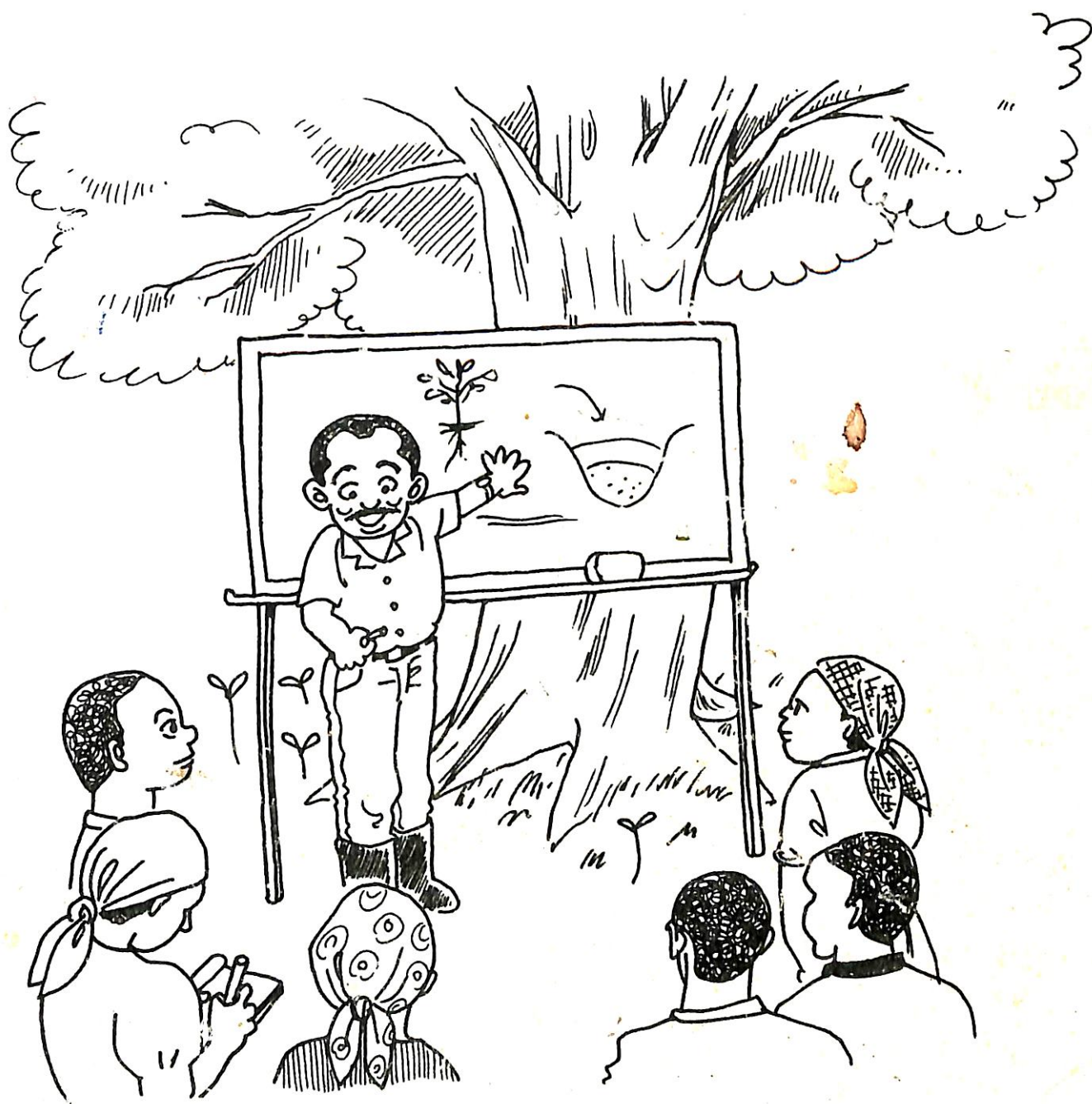


TRAINING OPERATION MANUAL



Kenya/Japan Social Forestry Training Project

Kitui Regional Social Forestry Training Centre

TRAINING OPERATION MANUAL
(First Edition)

January 1993

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

FOREWORD

The Second Phase of the Kenya/Japan Social Forestry Training Project (SFTP) began on 26th November 1992 for five years, in the wake of the Preparatory Phase of two years and the First Phase of five years. The Project has been carrying out various kinds of training activities since the beginning of the Preparatory Phase through training courses in Kitui and Muguga. In the Regional Social Forestry Training Centre (Kitui Centre), Japanese experts are cooperating with Kenyan counterparts in conducting grass-roots' level trainings for extension staff and local people, necessary surveys for the implementation and development of training materials.

The training operations in the Kitui Centre have been so far conducted through the implementation of the training activities. I am very pleased that a useful guide, this time, has just been published as a manual by their effort and it is very helpful for the training of staff in the Kitui Centre so as to organize and manage training activities smoothly and effectively. I am also confident that the manual will be a guide for other organizations/projects which have similar trainings at grass-roots' level

It would be necessary that the manual be revised by further elaboration, since the Project is scheduled to have new training courses, and to improve training methods and materials.

Finally, I would like to express my gratitude to expert Kato and his Kenyan counterparts for the publishing.

January, 1993



Hiroshi Masuko

Chief Advisor (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

CONTENTS

	page
1 Introduction	1
1.1 Background	1
1.2 General Direction	2
2 Course Establishment	3
2.1 Rough Course Design	3
2.2 Needs Survey	3
2.3 Appropriate Course Design	4
2.3.1 Annual Planning	4
2.3.2 Course Programme	5
2.4 Assignment of Resource Persons	7
2.4.1 Lecturers	7
(A) Assignment	7
(B) Points to be Consulted with Lecturers	7
(C) Handouts	8
2.4.2 Guests of Honour for Opening and Closing Ceremonies	10
2.5 T.S.C.Meeting	10
3 Course Preparation	11
3.1 Preparation for Nomination and Invitation of Trainee . .	11
3.1.1 Ordinary Nomination and Invitation	11
3.1.2 Other Nominations and Invitations	14
(A) Request for Participation from Individual Persons and Organizations inside the Target Area	14
(B) Tiva Casual	14
(C) Request for Participation from Individual Persons and Organizations outside the Target Area	15
3.2 Invitation Letter and Others	17
3.2.1 Invitation Letter for Lecturer	17
3.2.2 Invitation Letter for Guests of Honour for Opening and Closing Ceremonies	18
3.2.3 Request Letter for Organizations for Study Tour . .	19

	page	
3.3	Confirmation of Participation	20
3.3.1	Trainees	20
3.3.2	Lecturers	20
(A)	Confirmation	20
(B)	Alternative for Absence of Initial Lecturers	20
3.3.3	Study Tour	21
3.4	Distribution Materials to Trainees	21
3.5	Procurement of Materials for Training	22
4	Course Implementation	24
4.1	General Management	24
4.2	Registration	25
4.3	Guidance	26
4.4	Subjects	26
4.4.1	Opening Ceremony	26
4.4.2	Class Room	27
4.4.3	Practice, Demonstration, Field Trip and Study Tour	27
4.4.4	Group Discussion	28
4.4.5	Closing Ceremony	29
4.5	Extracurricular Activities	30
4.6	Distribution and Collection of Questionnaire	31
4.6.1	Sheet for Course Evaluation by Trainees	31
4.6.2	Pre-survey Form of Training Effects	31
4.6.3	Other Questionnaires	32
4.7	Disbursement Regulation	33
4.7.1	Travelling Allowance	33
(A)	Transport Fee	33
(B)	Per Diem	34
(C)	Out-of-Pocket-Allowance	34
4.7.2	Study Tour Allowance	35
(A)	Trainee	35
(B)	Trainer	35
4.7.3	Honorarium	36

	page
5 Post Course Activities	38
5.1 Collection of Results	38
5.1.1 Course Evaluation by Trainees	38
5.1.2 Pre-survey	38
5.1.3 Lecturer Evaluation Sheet	39
5.1.4 Group Discussion	40
5.2 Course Record and Report	40
5.2.1 Course Record	40
5.2.2 Course proceedings	41
5.2.3 Project Working Paper	42
5.3 Training Effects	43
5.4 Feedback	45
6 Others	46
6.1 Development of Teaching Materials	46
6.1.1 Textbook	46
6.1.2 Audio Visuals	47
6.1.3 Other Materials	48
6.2 Revision and Control of documents and Materials	48
6.3 Cooperation with Pilot Forest Sub-Project	50
6.3.1 Introduction of Technical Development	50
6.3.2 Cooperation with Extension Section	50
6.3.3 Request of Providing Lecturers	51

List of Annex

- Annex 1 Flow Chart For Training Activities
- Annex 2 Annual Training Programme
- Annex 3 Course Programme
- Annex 4 To Our Dear Lecturer
- Annex 5 OHP System Guide Book
- Annex 6 Nomination Letter
- Annex 7 Letters For Nominators And Trainees Outside The Target Areas
- Annex 8 Invitation Letter For Lecturers and Others
- Annex 9 List Of Distribution Materials
- Annex 10 Guide For Training Participants
- Annex 11 Lecturer Evaluation Sheet
- Annex 12 Sheet For Course Evaluation By Trainees
- Annex 13 Pre-Survey Form
- Annex 14 Video Library
- Annex 15 To Our Dear Trainee
- Annex 16 Travelling Expenses Claiming Sheet
- Annex 17 Main Survey Form
- Annex 18 List Of Filing Materials

N.B. Descriptions which were written by ~~Outline~~ and Redline and surrounded by bracket of () in Annexes are explanation of the Annexes and not contents of the Annexes. Therefore, when the Annexes are used as training materials, the descriptions must be removed.

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 and frontline extension staff who live in the target area, namely Semi-arid lands of Eastern Province except Isiolo and Marsabit 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 and help to realize the development of social forestry in Kenya. As regards contents of the courses, Kitui Centre has emphasised practical knowledge and techniques to trainees rather than conceptual presentations. Kitui Centre has been offering 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).

Knowledge of the operation of training activities in Kitui Centre has been accumulated especially through implementation of the training courses. However, the know-how was only kept in minds and memories of the training officers involved in the Project; in other words, making of any training operation manual collecting the know-how had not been initiated. Furthermore, since procedures for running each training course at Kitui centre are almost the same, the procedures can be facilely collected. Therefore, this training operation manual systematizing the know-how has been written.

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.

Please see *Annex 1*, a flow-chart of training activities in Kitui Centre, enables readers of this manual to grasp a whole flow of the training activities.

1.2 General Direction

The training officers should realize and keep in mind the following general 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 cooperate 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.

2 Course Establishment

2.1 Rough Course Design

In establishing training courses for social forestry, the training officers should preliminarily 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 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 design with consideration of information collected from reference materials, the officers own experiences, creativity 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, outstanding problems, localized needs and other related matters concerning the establishment of the training courses in any training programme. It is also important to grasp subconscious needs as well as surface needs. When new training courses are to be established in continuation of the Project, 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 2.3.1 and 2.3.2*). The even basic direction of training courses based on the rough course design can be modified in consequence of the needs survey. Success of any training course to develop and promote social forestry activities depends much on the results of such needs surveys.

4 /Course Establishment

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" and the project working paper NO.5 "Report of The Survey on Training Needs in Semi-Arid Areas of Kitui, Machakos, Embu and Meru Districts", which have been already published, and "Report of the Survey on Institutional Social Forestry Training for Women Farmers", which would be supposed to appear in the project working paper "Report of Training Activities from April 1992 to November 1992 -Plan and Implementation-" under preparation after the working paper will have been printed.

2.3 Appropriate Course design

After the needs survey has been carried out, the training officers should draw the final draft of appropriate course design based on the rough course design, results of the needs survey and so on (results of the needs survey are most significant). For the final draft of the course design, an annual plan of training courses and course programme for each course should be composed.

2.3.1 Annual Planning

The training officers should make out an annual plan for the training courses based on results of the needs surveys (*see chapter 2, section 2.2*) and other related information. For the annual plan, 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, adequate duration for course preparation and so on. 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 calender year.

- to avoid periods when prospective trainees would be fully occupied in doing some work; for example, the busy farming season against farmers' courses and when schools are on session against teachers' 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 three months in advance.

Please see *Annex 2*, a sample of annual plan for the training courses in Kitui Centre. One for Muguga Centre is also in the Annex as a reference.

2.3.2 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 course programmes of other on-going similar projects.

6 /Course Establishment

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.
- to avoid long frame of period of a class (with more than one and a half hours for lecture in the class room) because trainees would be tired and may lose their concentration.
- adequate time for each lecture considering whole balance of the course programme as well as relative subject difficulty and 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.

In the event that new subjects are incorporated into the course programme for the on-going training courses in Kitui Centre, the officers should consider the following points in addition to the above points so as to place new subjects on the time table:

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

Please see *Annex 3*, samples of course programmes for each course including lecturers.

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 (*see chapter 2, sub-section 2.3.2 and Annex 3*). Then, the training officers should choose lecturers among those who work in Kitui Town because of easy contact and various arrangement with lecturers. And the officers should seek such appropriate lecturers also, in the event that new subjects are incorporated into the course programme in on-going training courses and 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, 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 6, sub-section 6.3.3*).

(B) Points to be Consulted with Lecturers

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

- objective of the subject.

8 /Course Establishment

- languages to be used.
- detail of lecture contents and lecturer's presentation skill based on the article "To Our Dear Lecturer" (*see Annex 4*) to be given to all lecturers.

Since very significant information is described in this "To Our Dear Lecturer" (for example, observation on lecturers' presentation that requires improvement in the training courses according to courses that have previously been carried out in Kitui Centre and their effective technical skill of presentation), the officers should peruse the document, convey its objective to the lecturers in addition to making it available to them. (The document also describes importance of considering level (scope) of coverage depending on type of course, adequate time of allocation related to the contents of subjects to be covered and so on.)

- appropriate contents of subjects which the lecturers are expected to teach their trainees in the classes or field. This includes the fact that contents of one lecture do not overlap with contents of other lectures.
- utilization of many teaching aids such as slides and specimen (*see chapter 6, section 6.1*). Especially for overhead projector (hereinafter referred to as "OHP") as one of the effective skills for lecture presentation, the officers should give the lecturers "OHP system guide book" (*see Annex 5*) and explain to them on how to utilize OHP effectively in the lecture presentations.

(C) Handouts

The training officers should request lecturers to prepare handouts. This should be done as follows:

- The officers should request all lecturers to prepare relevant handouts when training courses are initiated.
- When the Project wishes to establish a new course, the officers should request nominated lecturers to prepare only handouts for new subjects which are not introduced in courses already organized.
- If new subjects are incorporated into the course programme of the on-going training course, 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 not be requested.)
- It is not necessary to prepare handouts for subjects already in the textbook (*see chapter 6, sub-section 6.1.1*), even if lecturers change. If the lecturers have any practical and useful additional information (techniques and/or knowledge) completely different from items covered in the textbook however, then they may prepare a supportive handout.
- For farmers' courses, the handouts should be prepared in Kiswahili.

The officers should proofread 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 as they are appropriate according to prior consultation on the lectures with the lecturers mentioned in the above *chapter 2, sub-section 2.4.1 (B)*.

2.4.2 Guests of Honour for Opening and Closing Ceremonies

Guest of honour for opening ceremony should be the district commissioner, Kitui and closing ceremony should be officiated by persons from among the nominators in Kitui such as DFO, DAO, DEO, etc.

2.5 T.S.C.Meeting

The Training Sub-Committee is organized to discuss, monitor and evaluate training activities for both Muguga and Kitui Centres. Therefore, 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 as the cases of each course (farmers' course, teachers' course and F.T.A.S. course) in Kitui Centre, especially regarding some particular description parts for each course. Therefore, if new training courses are organized, the training officers should refer such particular sections for the new courses.

3.1 Preparation for Nomination and Invitation of Trainee

3.1.1 Ordinary Nomination and Invitation

Firstly, the training officers should decide on the districts from which the trainees should be nominated. The officers should select all, some or one from among Kitui, Machakos, Makueni, Embu, Meru and Tharaka/Nithi districts, which are the target areas for the courses in Kitui Centre.

Secondly, the officers should determine organizations to be requested for the nomination and the number of persons to be nominated by each organization, so that the total number of nominees is to be equal to the number planned (30 persons for the currently on-going training courses in Kitui Centre). The organizations at the district level which normally nominate participants are FD, MoA, KENGO and the extension section in Pilot Forest Sub-Project for farmers' course and F.T.A.S. course. Organizations such as MoEd, FD, KENGO and the extension section could nominate participants for teachers' course. Other organizations, however, should not be excluded from doing same. The organizations and the number of participants they would be requested to nominate could be changed from time to time.

The nomination letters should be dispatched early enough (one month to one and a half months in advance) before the start of a training course.

The nomination letter should consist of the following (*Annex 6*):

- letter for nominator with the Project's letterhead (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 the nominator)
- nomination form. (for the nominator)
- needed numbers of invitation letters for trainees. The invitation letter consists of letter for trainee with the letterhead, 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. Number of the invitation letters for trainees and number of the spaces of the nomination form are same and depend on the number of trainees 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 divisions of semi-arid lands areas who have not so far attended any courses at Kitui Centre
- 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

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

- course name
- course duration
- possession of the information sheets attached

For farmers' course, the officers should prepare respective two kinds of letters for the nominators and trainees. One is for nominators and trainees in Kitui, Machakos and Makueni districts (and applies also to nominators and trainees for all other courses). The other is for nominators and trainees in Embu, Meru and Tharaka/Nithi districts. The special information to be specified in the letter for the latter is as below:

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

Therefore, the number of trainees to be nominated from Embu, Meru and Tharaka/Nithi districts for a farmers' course should be decided depending on the capacity of the vehicle that collect the trainees.

Please see *Annex 6*, a sample of the nomination letter. The Annex is divided into two parts. One is for nominators shown as *Annex 6-1*, the other is for trainees shown as *Annex 6-2*. 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 to the Project 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 courses, 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 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 each section in the Pilot Forest Sub-Project, the procedure is as follows:

- (1) Information of the course is given to the sections in advance.
- (2) Consultations among each 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 7*).

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 the Target Area

In the event that individual persons or organizations outside the target areas apply to the Project 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 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 letters 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 nomination letter (including invitation letter for trainees) mentioned in also *the 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 7*). The special information to be specified in the letters for the nominators and trainees from outside the target area is that cost for the transport expenses for both ways and travelling allowance are not paid by the Project.

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

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

Please see *Annex 7*, 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 6 and chapter 3, sub-section 3.1.1*. 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 Letter 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 reliefs. Availability of lecturers should be finally determined before preparation of invitation letters for lecturers.

If the course has to be carried out in a period in which many resource persons take their annual leave, such as December, the officers should confirm whether the resource persons will offer lectures or not in advance before sending the invitation letters. If a lecturer would take leave at this time, 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)*.

18/ Course Preparation

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 the 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 Japanese expert concerned, the Team Leader and the Pilot Forest Manager.

Please see *Annex 8*, a sample of the several types of invitation letters for the lecturers. Please make a reference to *Annex 6* for the course information including the course programme to be attached to the letters.

3.2.2 Invitation Letter 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 the 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 8*, 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 6* 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 organizations 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 8*, a sample of the request letter to the organization for a study tour. Please make a reference to *Annex 6* 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 sent 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 lecturer cannot give a lecture due to previous engagement or 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.

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 9, the lists for each course*). 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 the trainees, new lecturers and the course record.

The distribution materials consist of:

- list of distribution materials (*Annex 9*)
- one textbook each of English and Kiswahili versions ("Social Forestry Techniques Part One")
- some handouts (*see Annex 9 and below*)
- project brochure
- course programme
- guide for training participants with the map of Kitui Centre (*see Annex 10*)
- one each of the two kinds of the project stickers
- notebook
- ball-point pen

Handouts to be distributed for each course are shown on the list of distribution materials (*Annex 9*).

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 the remaining materials are still available and have not been revised since the previous courses. Secondly, the necessary number of copies of the course programme in addition to the above materials should be produced by rithograph or photocopy machine so that the total number of each material can be the number of trainees expected plus about five (as it was mentioned above). Finally, all of the materials to be distributed to a trainee are placed into 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 farmers' course. Where possible Kiswahili version of the handouts for farmers' course should be prepared.

3.5 Procurement of Materials

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

- notebook (for mainly distribution materials to trainees)
- ball-point pens of different colours (same 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)
- white and coloured chalk (for lecturers)
- file
- letterheaded 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*)
- seeds and polythene tube (*for distribution to trainees, see chapter 4, sub-section 4.4.5*)
- other necessary materials

4 Course Implementation

The management and procedure for implementation of the training courses are described in this chapter as the cases of each course (farmers' course, teachers' course and F.T.A.S. course) in Kitui Centre, especially regarding some particular description parts for each course. Therefore, if new training courses are organized, the training officers should refer such particular sections for the new courses.

4.1 General Management

For trainees during the training course the training officers should make arrangements for their accommodation, meals, first aid and sanitary supplies and so on (*make reference to general information in Annex 6*).

If a trainee is unwell and first aid fails, the trainee should be rushed to the hospital. In this case one of the officers should accompany with the trainee.

Trainees are allowed to choose their leader to co-ordinate issues with the officers.

One day to end of a course, trainees are allowed a get-together dinner to relieve their fatigue of two-week course and release their vigour.

In principle the Project's vehicle should be arranged to pick up and send back lecturers and guests of honour for official opening and closing ceremony except KEFRI's staff. (*See chapter 4, sub-section 4.7.3 (4), (5).*)

The officers should make arrangement to provide trainees of the farmers' course from Embu, Meru and Tharaka/Nithi districts with the Project's minibus as transport for their round trip between Kitui Centre and, Meru Town, Chuka Town and Embu Town. The officers should send the minibus as early as possible so that it can punctually arrive at Meru Town, Chuka Town and Embu Town at the respective times planned to pick up participants. And the officers should

arrange the minibus to send them back to Meru Town, Chuka Town and Embu Town next day after the last day of the training course.

Please make reference to part of the invitation letter for trainee from Embu, Meru and Tharaka/Nithi districts in *the chapter 3, sub-section 3.1.1 and Annex 6.*

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 two 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 should be distributed on the second day of the course.

The list of trainees should consist of the following items for each training course.

- Farmers' Course - name; age; mailing address; location, division and district where the trainee live; and nominator
- F.T.A.S. Course - name; age; mailing address; location, division and district where the trainee live; designation; and nominator
- Teachers' Course - name; age; mailing address; name of school to which the trainees belong; location, division and district where the school is; and nominator

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 narrations 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 10*)".

4.4 Subjects

4.4.1 Opening Ceremony

An official opening ceremony of the training course is carried out at the lecture room or the dining hall. 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.

Table - 1 Example of The Opening Programme

Time	Activities	Resource Person
12:00 - 12:20	Welcoming Remarks and Introduction of Staff	The Project Manager, Kitui
12:20 - 12:50	Opening Speech	Guest of Honour

Souvenir 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 the chapter 4, sub-section 4.4.5.*

4.4.2 Class Room

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 OHP and/or slide projector, the apparatus should be prepared by the time the lecture starts.

At least one of the training officers should attend the lectures. The officers should evaluate the lecturers by means of filling out "Lecturer Evaluation Sheet" (*Annex 11*) that consists of time allocation adequacy of lecture, lecturer's presentation, use of materials and so on. The officers should also check whether points noted at the prior consultation on lectures (*See the chapter 2, section 2.4 (B)*) are actually exercised by the lecturer.

Please see *the chapter 5, sub-section 5.1.3* for collection of results of the Lecturer Evaluation Sheet and *the chapter 5, section 5.4* that is relevant. The matter applies to *the chapter 4, sub-section 4.4.3.*

4.4.3 Practice, Demonstration, 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 vehicle, namely the bus (40 seater), should be arranged for field trip, study tour, practice and demonstration outside Kitui Centre. The bus should be maintained in good condition for the course.

The following materials for practice and/or demonstration should be prepared and/or procured in advance.

- knives, polythene tapes, bud woods, seedlings as rootstock for budding and scion and stock for grafting. (for budding and grafting practice)
- polythene tubes, soil and manure, seedlings for pricking out, pruning knives. (for practice of nursery techniques)
- seedlings, jembes, watering cans with water (for planting practice)
- some seeds (for practice of seed pre-treatment)
- charcoal and firewood (for demonstration of energy for rural life)
- Kenya top bar (K.T.B.) hives, catcher boxes, bee brushes, queen excluders, smokers, gloves, veils, bee suits (for demonstration of bee keeping)

For a study tour which is carried out on Saturday during the training course, the training officers should arrange everything such as the vehicle and conductor.

Please make reference to *the chapter 4, sub-section 4.4.2* for attendance of the officer at the lectures and *the chapter 5, sub-section 5.1.3 and section 5.4* for evaluation of the lecturers.

4.4.4 Group Discussion

For group discussion, the training officers should choose some discussion advisors 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 and 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 representatives of each group present the results of their discussion. Periods for question and answer and for appropriate advice by the advisors should be organized 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 5.1.4* for collection of results of the group discussions.

4.4.5 Closing Ceremony

An official closing ceremony of the training course is held at the dining hall or the lecture room. 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 to offer a respectable person on his behalf.

Table - 2 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 equal to the number of trainees should be prepared in advance. The certificates should be signed by the director of KEFRI

and the chief advisor of the Project. And trainee's name, course name and course duration should be typed in the certificate.

Seeds and polythene tubes should also be prepared in advance. 25 seeds each of four species and 50 polythene tubes per trainee in farmers' course, and 50 seeds each of four species and 100 polythene tubes per trainee in teachers' course should be put together as one set respectively. The materials do not have to be prepared for F.T.A.S. course. "To Our Dear Trainee" should be handed over to each trainee together with the materials.

Please see *Annex 15* of "To Our Dear Trainee" for farmers' course. ("To Our Dear Trainee" for teachers' course was omitted because the difference is only number of seeds for each species and number of polythene tubes to be distributed.) With regard to the details, also please make reference to *Annex 15*, an example of the objective of activity and species of seeds. The kiswahili version should be prepared for farmers' course.

The souvenir photograph taken at the opening ceremony should be handed over to each trainee at the closing ceremony. "A Dryland Forestry Handbook for Kenya" published by KEFRI also should be given to the trainees of teachers' and F.T.A.S. courses as a reference book.

4.5 Extracurricular Activities

Videos concerning social forestry and entertainment should be shown after five o'clock in 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.

4.6 Distribution and Collection of Questionnaire

4.6.1 Sheet for Course Evaluation by Trainees

Course evaluation by trainees should be carried out after each lecture every day 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. Great parts of the sheet for farmers' course should be made by objective style because some farmers cannot write. Great parts of the sheets for F.T.A.S. course and teachers' course should be made by description style.

Please see *Annex 12*, samples of the two kinds of sheets for course evaluation by trainees that are for farmers' course and F.T.A.S. 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.A.S. course. The Kiswahili version should be prepared for farmers' course.

Please see *the chapter 5, sub-section 5.1.1* for collection of results of the evaluation.

4.6.2 Pre-survey Form of Training Effects

Pre-surveys should be carried out to evaluate the training effects by comparing with results of main survey (*See the chapter 5, section 5.3*). The pre-survey form should be distributed to all participants except

KEFRI staff 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 13*, samples of the pre-survey forms for each course.

Please see *the chapter 5, sub-section 5.1.2* for collection of result of the pre-survey.

4.6.3 Other Questionnaires

The training officers should make any questionnaires at need and ask trainees to fill in them; for example, a questionnaire for development of effective teaching materials on social forestry activities in schools (for asking trainees of teachers' course). The officers should not miss such a good opportunity to collect any opinion, suggestion, recommendation, etc. by means of utilizing trainees who participate in any courses at Kitui Centre. (The officers, however, should not also forget importance of actually observing fields.)

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 to re-fill it properly. The Kiswahili version should be prepared for farmers' course.

4.7 Disbursement Regulation

4.7.1 Travelling Allowance for Trainees

Travelling allowance for trainees consists of transport fee, per diem and out-of-pocket allowance. The officers should give all trainees "travelling expenses claiming sheet" (*Annex 16*) to be filled out by the trainees in advance and should explain the trainees how to fill in the sheet. Then the officers should collect the sheets filled in, strictly check their applications and modify the application if the officers find an 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. Furthermore the officers should confirm whether trainees can consent to the amount shown in the sheet. If a trainee can not consent to it, the officers should adjust it. The officers should make the trainees sign on the sheet when the allowance is reimbursed to them.

(A) Transport Fee

- (1) In the event that trainees from the target areas (Eastern province except Isiolo and Marsabit district) 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 of Embu and Meru districts for farmers' course, the trainees would be reimbursed the remaining amount subtracting

transport fee for round trip from Embu Town or Meru Town 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 allowances 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 organizations from outside the target area participate in our training courses, transport fee and any other allowances except study tour allowance are not to be paid. (*See the chapter 3, sub-section 3.1.2 (C)*)

(B) Per diem

Per diem is paid at the rate of 200 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. For individual persons and those who are recommended by other organizations from outside the target area and Tiva casual, per diem is not payable. (*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 40 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. For individual persons and those who are recommended by other organizations outside from the target area and Tiva casuals, out-of-pocket-allowance is not payable. (*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 per diem and out-of-pocket-allowance are paid as those of travelling allowance shown above.

(B) trainer

- (1) Per diem and out-of-pocket-allowance are paid as study tour attendance allowance to trainers who attend a study tour. (Honoraria are paid to those who give a lecture/explanation or instruct a practice in the field. (*See the chapter 4, sub-section 4.7.3.*))
- (2) Standard rates of per diem and out-of-pocket-allowance are as follows:

class	per diem	out-of-pocket-allowance
A	355 KSh./night	55 KSh./day
B	250 KSh./night	50 KSh./day

Classification (class A or B) of trainers is as follows:

* 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 decided on the basis of their own career 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, honorarium is paid at the rate of 100 Kshs./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 20 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 for study tour attendance (trainer) shown in *the chapter 4, sub-section 4.7.2 (B) is applied.*

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 effects, lecturer evaluation by the training officers and group discussions carried out during the training courses.

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

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 (for only farmers' course) 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, section 5.3*) 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.

In respect of the baseline, since the report on the results would appear in the project working paper "Report of Training Activities from April 1992 to November 1992 -Plan and Implementation-" under preparation, please see it after the working paper will have been printed.

5.1.3 Evaluation of Lecturers

As it was mentioned in *the chapters 4, sub-sections 4.4.2 and 4.4.3*, the training officers should fill out "Lecturer Evaluation Sheet" (*Annex 11*) and check whether points noted at prior consultations on lectures (*See the chapter 2, sub-section 2.4.1.(B)*) are actually exercised by the lecturer, so that the officers can evaluate the lecturers in the class room, practice and so on. The results of evaluation of lecturers should be used by each lecturer to improve his/her lecture. For example, the officers should guide a lecturer into giving appropriate presentation including effective use of the teaching materials if the lecturer has an improper time allocation and/or poor presentation skill, and/or the officers have to make a lecturer turn to the right and correct direction if he/she gives the trainees an irrelevant information comparing with the intentions of each lecture even though such a lecturer might have a good presentation skill.

Since the results are lecturer specific, the officers do not have to make a comprehensive report basically. But, if the officers make general observation of irrelevance and hence the improvement of methods becomes a necessity, the officers should collect the results, make a guidebook like "To Our Dear Lecturer" of *Annex 4* and distribute it to all lecturers.

5.1.4 Group Discussion

The findings of group discussions carried out during the courses (*see the chapter 4, sub-section 4.4.4*) 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 all trainees 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, 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 5.1.4*)
- 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 Course Proceedings

Objectives of course proceedings 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 course proceedings 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 mention on the contents of lectures, teaching materials, course evaluation by trainees, etc.)
- outstanding issues and recommendation
- next training course
- others

Annex: list of trainees
 course programme
 new handouts
 opening and closing speech

The proceedings except the annex should be briefly made within approximately three (3) pages. The proceedings should be produced by means of the lithograph and briefly bound by stapling. A total of about 20 copies should be produced.

The course proceedings should be distributed to the following persons and organizations.

- KEFRI Director and Deputy Director
- Chief Adviser of the Project
- Kitui Training Offices (Japanese Side and Kenyan Side)
- Muguga Training Offices (Japanese Side and Kenyan Side)

- Director of Social Forestry Division in KEFRI
- Project Manager, Kitui
- Pilot Forest Sections (Japanese Side and Kenyan Side)
- JICA Kenya Office and the HQs
- Embassy of Japan in Kenya
- Other Members of the T.S.C.Meeting

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 harmonizing 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 courses
- training resource (lecturers 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
 list of participants
 evaluation sheets
 associated reports made by the training staff
 staff posting

For the detail of the contents, 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
- JICA Kenya Office and the HQs
- Embassy of Japan in Kenya
- Other Members of the T.S.C.Meeting
- Concerned Ministries
- FD
- Concerned NGOs and Projects
- International Organizations
- Aid Agencies
- Resource Persons
- Other Related Persons

5.3 Training Effects

The Project should grasp and evaluate how the training courses held in Kitui Centre have given effects on the promotion of social forestry in Kenya through graduates of the courses and how to enable the project to improve future courses. As to methods to achieve this purpose, the training officers should

make a plan for pre-survey and main survey. With regard to pre-survey, please see *the chapter 4, sub-section 4.6.2 and chapter 5, sub-section 5.1.2*, as this chapter is mainly for main survey.

The main survey for those who graduated from farmers course and F.T.A.S. course and filled in the pre-survey forms should be carried out by interview with such trainees sampled in the field. The main survey for those who graduated from teachers' course and filled in the pre-survey forms can be carried out by posting the main survey forms first. If some questions and helpful methods for social forestry are observed in the forms filled out and returned, visiting the teachers in the field should be planned to interview them. A main survey should be carried out at least one year later after trainees who could be objects or targets of the survey graduated from the course. However, details of schedule, sampling methods and methods for collection of results for the main survey is still under preparation and will be decided as soon as possible in the 2nd phase of the Project. In case of visiting survey, the officers would need to request the organizations which nominated the trainees for the survey to offer a person to guide the survey team to the interviewees.

As it was mentioned in the chapter for pre-survey, results of main survey should be compared with results of pre-survey. If the performance from results of main survey is higher than the one of pre-survey, then the results can be taken as those of the materials that the officers can regard as the training courses had a training effect. Also since pre-surveys have not been carried out in the field, the officers should check whether the results of pre-survey were reliable or not when main surveys are carried out because the officers can not use results of pre-survey for the comparison until the results prove reliable.

Please see *Annex 17*, samples of main survey forms for each course. And also please make reference to "A Tentative Report on Survey Methods for Training Effects" written by Dr. S. Iida who was dispatched to the Project in March 1991 as a short term expert.

5.4 Feedback

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

Please see *Annex 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 the 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, sections 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 Others

6.1 Development of Teaching Materials

Various kinds of teaching materials should be prepared and made so as to realise contents of lectures more easily and effectively during the courses for trainees and to ensure the trainees to retain and/or remember the contents when they go back to the field.

6.1.1 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 textbook is 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 as illustrations and description explaining 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. And also the officers should thoroughly proofread the print out. Since the textbook 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, section 5.3*), observation in the field, additional and/or more effective information from reference books and literature, lecturers and techniques developed by Pilot Forest Sub-Project (*see the chapter 6, sub-section 6.3.1*).

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.

6.1.2 Audio-Visual Materials

A lecture with audio-visuals is more appealing to the organs of human beings and is more effective than a lecture with more talking of the lecturer. Therefore, audio-visual materials are used to realise 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. Also, when the lecturers want to develop slides and/or video materials, the officers

should provide the lecturers with tools such as a camera and help the lecturers in their processing and development.

6.1.3 Other Materials

Various kinds of teaching 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 a lecturer so as to realise contents of lecture more easily. Therefore, among other important teaching materials, specimens are given. Specimens that have already been prepared for the courses are a small scale nursery, tree species label boards, tree seed species display board, termite queen and materials for bee keeping. The training officers should expand the kinds of 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.

6.2 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) and audio-visual materials (for example slides and videotapes) 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, the invitation letters for trainees and lecturer 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 18*, a sample of lists of filing 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 problems such as the slides being taken by a lecturer when

the lecturer is transferred. The officers should keep the slides categorized 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 the 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 of 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.

6.3 Cooperation with Pilot Forest Sub-Project

Pilot Forest Scheme is supposed to be implemented combining with training at the regional level as per the Record of Discussion for the Project. Therefore, the training activities in Kitui Centre should be carried out in cooperation with Pilot Forest Sub-Project.

6.3.1 Introduction of Technical Development

Appropriate techniques for grass-roots level that have been developed by Pilot Forest Sub-Project should be incorporated in the training courses and be reflected in the textbooks, suggestions to the lecturers concerned and so on.

6.3.2 Cooperation with Extension Section

The extension section of Pilot Forest Sub-Project and the training section should especially strengthen their mutual cooperative

relationship; for example, nomination of trainees (*see the chapter 3, sub-section 3.1.1*), preparation of some seeds and polythene tubes to be distributed to the trainees for farmers' and teachers' courses (*see the chapter 4, sub-section 4.4.5*), planning and reforming demonstration plots which are located near Tiva Nursery that trainees can visit and view, development of extension/training materials such as brochures, models and collection of specimen that can be found within the local communities, involvement of training staff in their meetings (barazas) with local communities to explain about training, and so on.

6.3.3 Request of Providing Lecturers

As it was mentioned in *the chapter 2, sub-section 2.4.1.(A)*, the staff of Pilot Forest Sub-Project can be resource persons for lectures of training courses in Kitui Centre. Therefore, the training officers should request of Pilot Forest Sub-Project to provide its staff as lecturers when appropriate resource persons for the lectures are found among the staff. Also during group discussions a few of pilot forest officers should be involved as discussion advisors to share experience with trainees.



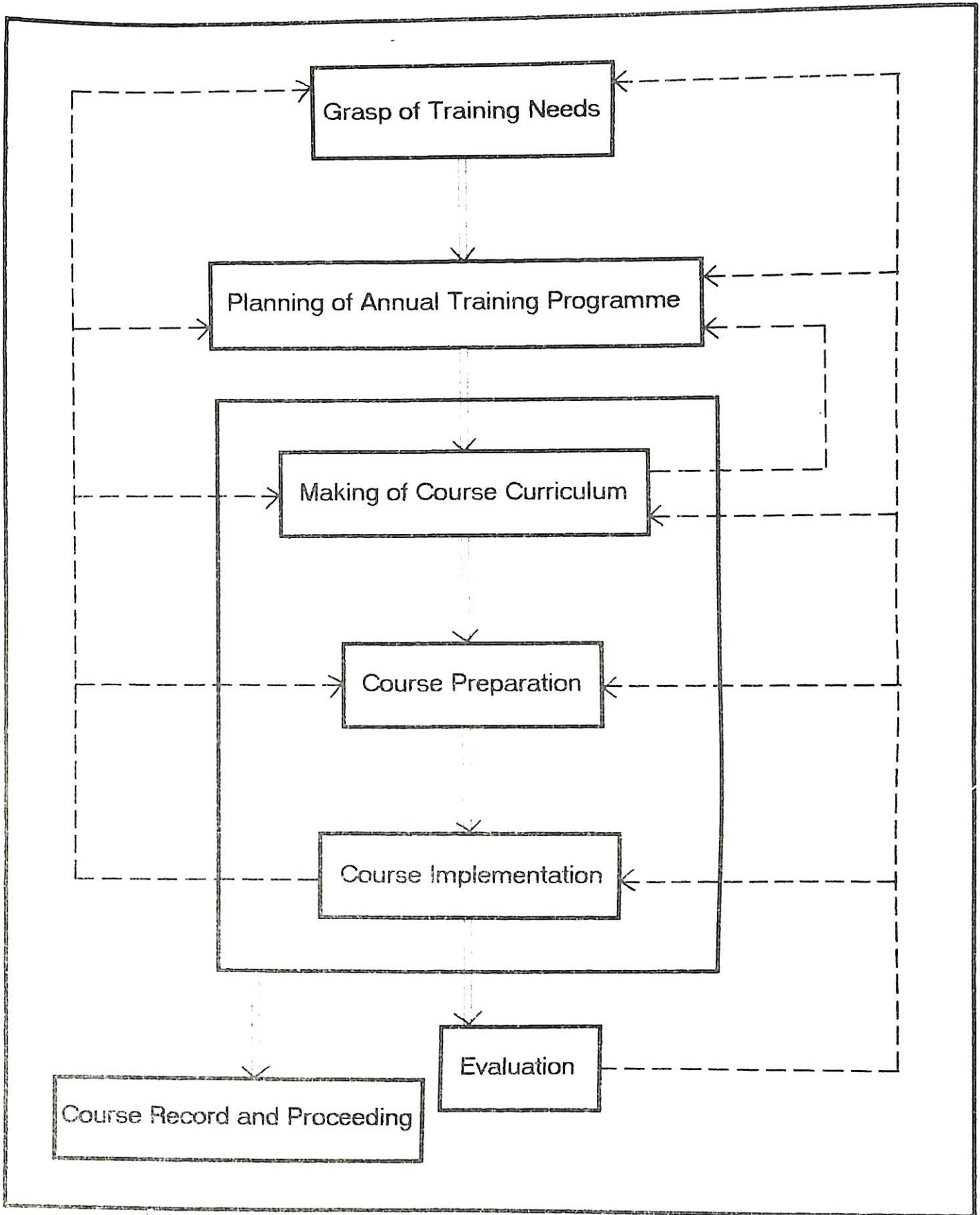
Annex 1

Flow Chart

For

Training Activities

FLOW - CHART FOR TRAINING ACTIVITIES



Progress of Training Process
Main Feedback

Explanation of each item in "Flow - Chart for Training Activities".

Grasp of Training Needs is relative to Needs Survey of section 2.2.

Planning of Annual Training Programme is relative to Annual Planning of sub-section 2.3.1.

Making of Course Curriculum is relative to Course Programme of sub-section 2.3.2, Assignment of Lecturers/Resource Persons of section 2.4 and Development of Teaching Materials of section 6.1.

Course Preparation is relative to Course Preparation of chapter 3.

Course Implementation is relative to Course Implementation of chapter 4.

Evaluation is relative to Collection of Results of section 5.1 and Training Effect of section 5.3.

Course Record and Proceeding is relative to Course Record of sub-section 5.2.1 and Course Proceeding of sub-section 5.2.2.

Working Paper is relative to Project Working Paper of sub-section 5.2.3.

Annex 2

Annual Training Programme

TRAINING PROGRAMME FOR THE YEAR 1991/1992 (April 1991 - March 1992)

MUGUGA NATIONAL SOCIAL FORESTRY TRAINING CENTRE

COURSE	DAY & DATE	DURATION
National Event on Social Forestry	Thu. 25 April	1 day
Social Forestry Extension Officer Course	Mon. 10 - Wed. 19 June	10 days
Social Forestry Extension Officer Course	Mon. 15 - Wed. 24 July	10 days
Social Forestry Refresher Course II	Mon. 12 - Fri. 16 August	5 days
Social Forestry Refresher Course II	Mon. 16 - Fri. 20 September	5 days
Social Forestry Refresher Course I	Mon. 14 - Fri. 18 October	5 days
Social Forestry Extension Officer Course	Mon. 13 - Wed. 22 January	10 days
Social Forestry Extension Officer Course	Mon. 10 - Wed. 19 February	10 days

KITUI REGIONAL SOCIAL FORESTRY TRAINING CENTRE

COURSE	DAY & DATE	DURATION
Farmers' Course	Mon. 13 - Fri. 24 May	12 days
Field Technical Assistant Staff Course	Mon. 10 - Fri. 21 June	12 days
Farmers' Course	Mon. 8 - Fri. 19 July	12 days
Teachers' Course	Mon. 12 - Fri. 23 August	12 days
Field Technical Assistant Staff Course	Mon. 9 - Fri. 20 September	12 days
Teachers' Course	Mon. 18 - Fri. 29 November	12 days
Farmers' Course	Mon. 27 Jan. - Fri. 7 Feb.	12 days
Field Technical Assistant Staff Course	Mon. 24 Feb. - Fri. 6 Mar.	12 days

TRAINING PROGRAMME FOR THE YEAR 1991/1992

MUGUGA NATIONAL SOCIAL FORESTRY TRAINING CENTRE

COURSE	MONTH	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Remarks
National Event on Social Forestry			25											Foresters & non-foresters 200 people, 1 day
Social Forestry Refresher Course I						14 - 18								PFO level, 10 people/time 5 days
Social Forestry Refresher Course II					12 - 16	16 - 20								DFO level, 30 people/time 5 days
Social Forestry Extension Officers' Course				10 - 19	15 - 24						13 - 22	10 - 19		Extension officers 40 people/time, 10 days

KITUI REGIONAL SOCIAL FORESTRY TRAINING CENTRE

COURSE	MONTH	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Remarks
Farmers' Course			13 - 24		8 - 19						27 - 7			Farmers 30 people/time, 12 days
Teachers' Course						12 - 23			18 - 29					School teachers 30 people/time, 12 days
Field Technical Assistant Staff Course				10 - 21			9 - 20					24 - 6		Extension workers 30 people/time, 12 days

Annex 3

Course Programme

KITUI REGIONAL TRAINING CENTRE PROGRAMME

Farmers' Course, Monday 13 - Friday 24 July 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
13/Jul/92 (Mon)								Arrival and registration			Introduction
14/Jul/92 (Tue)	Role of farmers to promote tree planting <i>Mr. Mutie</i> (Div. FEQ, Central)	Useful tree species for social forestry <i>Mr. Njigoya</i> (Asst. DFO, Kitui)	Tea Break	Continued	Break	Opening and lunch <i>(District Commissioner, Kitui)</i>	Continued	Tea Break	Establishment of small scale nursery		<i>Mr. Mutie</i>
15/Jul/92 (Wed)	Seed collection and handling <i>Miss Mbara</i> (Seed Forester, KEFRI, Kitui)	Continued	Tea Break	Seed pre-treatment <i>Mr. Rateng</i> (Seed Technologist, KEFRI, Kitui)	Break	Continued (Demonstration and practice)	Lunch	Nursery techniques <i>Mr. Njigu</i> (Forester, Central)	Tea Break	Continued	
16/Jul/92 (Thu)	Nursery techniques (Practice) <i>Mr. Njigu</i>	Continued	Tea Break	Nursery management <i>Mr. Njigu</i>	Break	Nursery record and record keeping <i>Mr. Rateng</i>	Lunch	Nursery protection (Pest and disease) <i>Mr. Njigoya</i>	Tea Break	Question and answer session for nursery subjects <i>Mr. Njigoya</i> <i>Mr. Mutie</i> <i>Mr. Njigu</i>	
17/Jul/92 (Fri)	Planting and tending techniques <i>Mr. Lugadiru</i> (SFTPI)	Continued	Tea Break	Protection from termites and animals <i>Mr. Kipkemoi</i> (SFTPI)	Break	Continued	Lunch	Field trip to Pilot Forest site (Practice and demonstration of planting and tending techniques)			
18/Jul/92 (Sat)							Lunch	Continued			

KITUI REGIONAL TRAINING CENTRE PROGRAMME
Farmers' Course, Monday 13 - Friday 24 July 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
19/Jul/92 (Sun)	Free time										
20/Jul/92 (Mon)	Grazing land management <i>Mr. Maleve (Div. LEO, Central)</i>	Continued	Tea Break	Soil conservation <i>Mr. Kaluku (Div. SCC, Central)</i>	Continued	Lunch	Lunch	Continued (Field trip to soil conservation site)	Continued	Continued	Free time
21/Jul/92 (Tue)	Energy for rural life (Introduction to alternative energy source) <i>Mr. Lusaka (KENGO, Kitui)</i>	Continued (Energy saving and improved stoves)	Tea Break	Continued (Practice and field trip)	Continued	Lunch	Lunch	Field trip to small scale nursery and model farmers in Kwavonza <i>Mr. Ong'weya (SFTP)</i>	Continued	Continued	Free time
22/Jul/92 (Wed)	Recommendable fruit trees <i>Mr. Wambugu (Div. AEO, Central)</i>	Continued	Tea Break	Bee keeping	Continued	Lunch	Lunch	Continued (Field trip to honey production site)	Continued	Continued	Free time
23/Jul/92 (Thu)	Grafting and budding techniques <i>Mr. Wambugu</i>	Continued (Practice)	Tea Break	Agroforestry <i>Mr. Mungai (Centre Manager, Kitui Agroforestry Centre)</i>	Continued	Lunch	Lunch	Organic farming <i>Mr. Lusaka</i>	Agroforestry (Practice and field trip to Kitui Agroforestry Centre)	Agroforestry (Practice and field trip to Kitui Agroforestry Centre)	Free time
24/Jul/92 (Fri)	Organic farming (Practice) <i>Mr. Lusaka</i>	Group discussion <i>Mr. Mwanjitu (SFTP)</i>	Continued	Closing and lunch <i>Mr. Nandili (DFO, Kitui)</i>	Continued	Departure	Departure	Departure	Departure	Departure	Departure

KITUI REGIONAL TRAINING CENTRE PROGRAMME

Field Technical Assistant Staff Course, Monday 14 - Friday 25 September 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
14/Sep/92 (Mon)								Arrival and registration			Introduction
15/Sep/92 (Tue)	Present situation of forestry extension work <i>Mr. Cheboiwo (SFTP)</i>	Role of extension staff in social forestry development <i>Mr. Muide (Div. FEO, Central)</i>	Tea Break	What is expected of extension staff <i>Mr. Ngũgũ (SFTP)</i>	Break	Opening and lunch	Useful tree species for social forestry <i>Mr. Njũgũ (Asst. DFCO, Kitui)</i>		Tea Break		Continued
16/Sep/92 (Wed)	Seed collection and handling <i>Miss Mbari (Seed Forester, KEFRI, Kitui)</i>	Continued	Tea Break	Seed pre-treatment <i>Mr. Raterũ (Seed Technologist, KEFRI, Kitui)</i>	Break	Continued (Demonstration and practice)	Lunch	Establishment of small scale nursery <i>Mr. Muide</i>	Tea Break		Nursery management <i>Mr. Njũgũ (Forester, Central)</i>
17/Sep/92 (Thu)	Nursery techniques <i>Mr. Njũgũ</i>	Continued		Continued (Practice)		Lunch	Nursery protection (Pest and disease) <i>Mr. Vĩgũgũ</i>		Tea Break		Nursery record and record keeping <i>Mr. Raterũ</i>
18/Sep/92 (Fri)	Planting and tending techniques <i>Mr. Lũgũdirũ (SFTP)</i>	Continued	Tea Break	Protection from termite and animals <i>Mr. Kĩpkĩmai (SFTP)</i>	Break	Continued	Lunch	Field trip to Pilot Forest site (Practice and demonstration of planting and tending techniques) <i>Mr. Lũgũdirũ</i>			Continued
19/Sep/92 (Sat)		Study tour to Mutomo									

KITUI REGIONAL TRAINING CENTRE PROGRAMME
Field Technical Assistant Staff Course, Monday 14 - Friday 25 September 1992

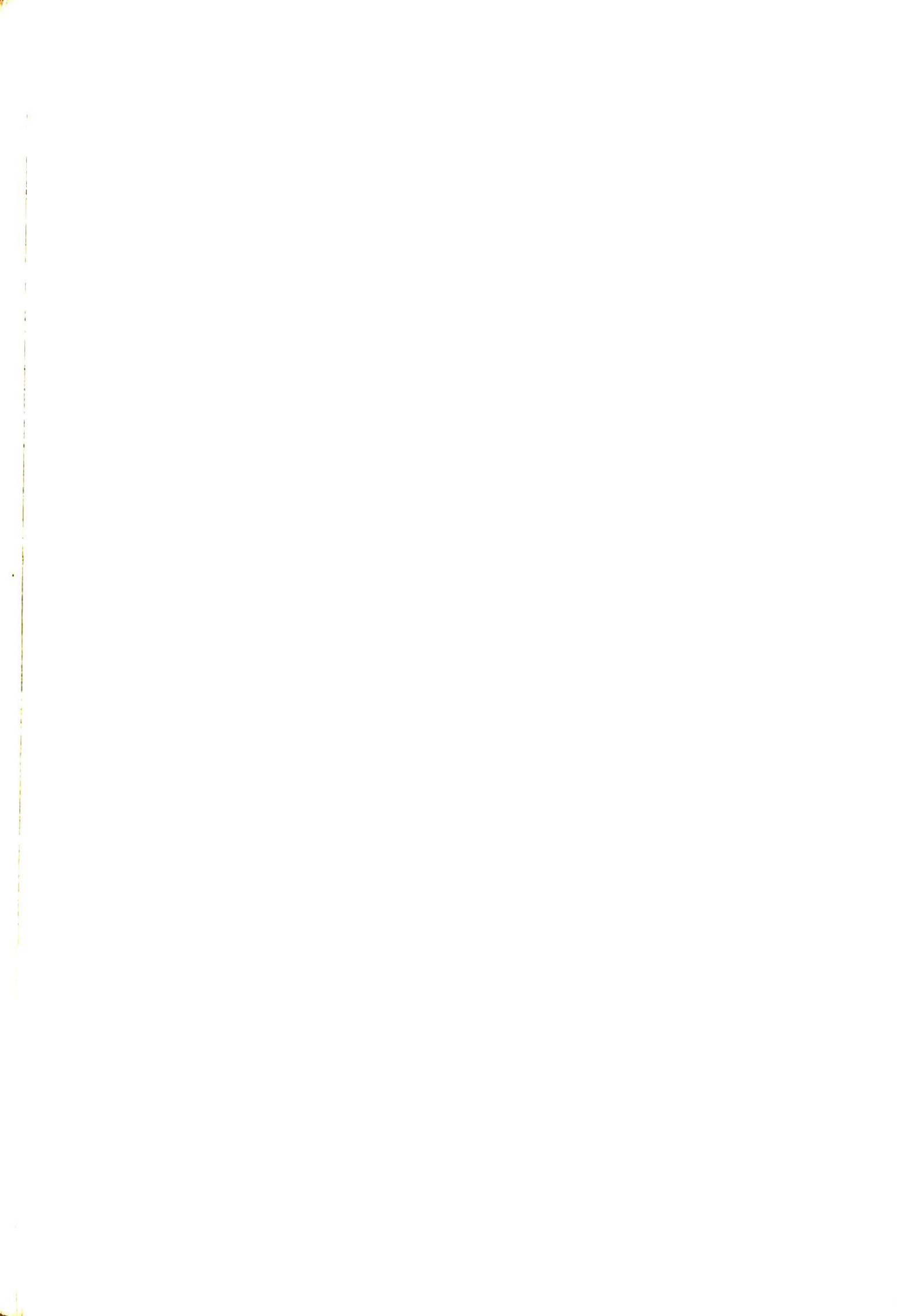
Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
20/Sep/92 (Sun)	Free time										
21/Sep/92 (Mon)	Field survey method for extension work	B	Continued	Tea Break	Soil conservation	B	Continued	Lunch	Continued	(Field trip to soil conservation site)	Free time
	<i>Mr. Mwanoko (FTG, Kitui)</i>	a			<i>Mr. Kaluku (Dir. SCG Central)</i>	a					
22/Sep/92 (Tue)	Recommendable fruit trees	B	Continued	Tea Break	Methods of extension	B	Continued	Lunch	Continued	Management of field operation with annual plan	Tea Break
	<i>Mr. Wambegu (Dir. AEG Central)</i>	a			<i>Mr. Mwaie (Dir. FEQ Central)</i>	a				<i>Mr. Cheboino (SFTP)</i>	Practical preparation of annual plan by trainees
23/Sep/92 (Wed)	Grafting and budding techniques	B	Continued (Practice)	Tea Break	Agroforestry	B	Continued	Lunch	Continued	Organic farming	Agroforestry (Practice and field trip to Kitui Agroforestry Centre)
	<i>Mr. Wambegu (Dir. AEG Central)</i>	a			<i>Mr. Mungai (Centre Manager, Kitui Agroforestry Centre)</i>	a				<i>Mr. Lusaka (KENGO, Kitui)</i>	<i>Mr. Mungai</i>
24/Sep/92 (Thu)	Communication techniques in extension work	B	Continued	Tea Break	Experience in extension services through Pilot Forest Scheme	B	Continued	Lunch	Continued	Field trip to small scale nursery and model farmers in Kwavonza	
	<i>Mr. Lusaka</i>	a			<i>Mr. Ogiweya (SFTP)</i>	a					<i>Mr. Ogiweya</i>
25/Sep/92 (Fri)	Group Discussion	B	Continued	Tea Break	Continued	B	Continued	Closing and lunch	Departure		
	<i>Mr. Muniatu (SFTP)</i>	a				a					<i>Mr. Nardili (DFQ, Kitui)</i>

KITUI REGIONAL TRAINING CENTRE PROGRAMME
Teachers' Course, Monday 23 November - Friday 4 December 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
23/Nov/92 (Mon)								Arrival and registration			Introduction
24/Nov/92 (Tue)	Role of schools in rural tree planting activity <i>Mr. Chebojwo (SFTP)</i>	B Useful tree species for social forestry <i>Mr. Njigoza (Asst. DFO, Kitui)</i>	Tea Break	Continued	B r e a k <i>(District Commissioner, Kitui)</i>	Opening and lunch	Continued	Tea Break	Establishment of small scale nursery <i>Mr. Muze (Div. FEO, Central)</i>		
25/Nov/92 (Wed)	Seed collection and handling <i>Miss. Mhora (Seed Forester, KEFRI, Kitui)</i>	B Continued	Tea Break	Seed pre-treatment <i>Mr. Rateng (Seed Technologist, KEFRI, Kitui)</i>	B r e a k	Lunch	Nursery techniques	Tea Break	Continued		
26/Nov/92 (Thu)	Nursery Techniques (Practice) <i>Mr. Njogu</i>	B Nursery management	Tea Break	Nursery record and record keeping <i>Mr. Rateng</i>	B r e a k	Lunch	Nursery protection (Pest and disease) <i>Mr. Njogu (Forester, Central)</i>	Tea Break	School approach programme to soil conservation <i>Mrs. Vonza (Dis. Youth Officer)</i>		
27/Nov/92 (Fri)	Planting and tending techniques <i>Mr. Lagadiru (SFTP)</i>	B Continued	Tea Break	Protection from termite and animals <i>Mr. Kipkemoi (SFTP)</i>	B r e a k	Lunch	Field trip to Pilot Forest site (Practice and demonstration of planting and tending techniques) <i>Mr. Lagadiru</i>				
28/Nov/92 (Sat)						Lunch	Continued				

KITUI REGIONAL TRAINING CENTRE PROGRAMME
Teachers' Course, Monday 23 November - Friday 4 December 1992

Date	8:00	9:00	9:15	10:15	10:45	11:45	12:00	13:00	14:00	15:00	15:30	16:00	17:00
29/Nov/92 (Sun)	Free time												
30/Nov/92 (Mon)	Grazing land management <i>Mr. Maleve (Div. LEO, Central)</i>	Continued	Tea Break	Soil conservation <i>Mr. Kaluku (Div. SGO, Central)</i>	Continued	Lunch	Continued	Continued	Lunch	Continued	Continued	Continued	(Field trip to soil conservation site)
1/Dec/92 (Tue)	Communication Techniques <i>Mr. Lusaka (KENGO, Kitui)</i>	Continued	Tea Break	Recommendable fruit trees <i>Mr. Wambagu (Div. AEO, Central)</i>	Continued	Lunch	Continued	Continued	Lunch	Continued	Continued	Continued	Field trip to school nursery and model farmers in Kwavonza <i>Mr. Oth'weya (SFTP)</i>
2/Dec/92 (Wed)	Grafting and budding techniques <i>Mr. Wambagu</i>	Continued (Practice)	Tea Break	Agroforestry <i>Mr. Mungai (Centre Manager, Kitui Agroforestry Centre)</i>	Continued	Lunch	Continued	Continued	Lunch	Continued	Continued	Continued	Agroforestry (Field trip to Kitui Agroforestry Centre)
3/Dec/92 (Thu)	Energy for rural life (Introduction to alternative energy source) <i>Mr. Lusaka</i>	Continued (Energy saving and improved stoves)	Continued	Continued (Practice and field trip)	Continued	Lunch	Continued	Bee keeping <i>Mr. Muthoka (Dis. Bee Officer, Kitui)</i>	Lunch	Continued	Continued	Continued	Continued (Field trip to honey production site)
4/Dec/92 (Fri)	Group discussion <i>Mr. Kijenzoi (SFTP)</i>	Continued	Tea Break	Continued	Continued	Closing and lunch	Continued	Continued	Continued	Continued	Continued	Continued	Departure <i>Mr. Muthoka (DEO, Kitui)</i>



Annex 4

To Our Dear Lecturer

TO OUR DEAR LECTURER

I take this opportunity to appreciate and commend you for the role you play in this Institution (Kitui Social Forestry Training Centre) as a lecturer whenever we mount a training course. We look forward to continued co-operation in this exercise. While reflecting on the above I wish to however indicate that in any given task like this one of yours where one strives for the best outcome possible amid a number of intervening variables, consultations always serve best. In view of this therefore I want to bring to your notice observations made by the training staff while in attendance at your lecture sessions and to which we solicit for your favourable action.

1 Low use of the textbook

It has been frequently observed that explanations and illustrations already mentioned in the textbook (Social Forestry Techniques Part One) were being written on the blackboard again by lecturers. The lecturers should use the textbook more frequently so that they can economize time by referring to the textbook. The approach as well will enable the trainees to follow the techniques and knowledge on social forestry easily as illustrated and explained in the textbook after they go back to their field.

2 Monotony of presentation

It has been seen that some lecturers lengthily explain only handouts. They should modulate their voice and way of acting for effect, considering part of emphasis and supplement and so on. The lecturers should also devise ways by which trainees can actively participate in the lectures through question and answer session and use of dialogue.

3 Lack of use of Audio visual materials

Most lecturers have not been using audio visual materials such as Over Head Projector (OHP) and slide films but only used the blackboard and therefore gave trainees monotonous lectures. For the OHP used in the lecture, the lecturers have not made the best use, through effective visual feature presentation but have used it merely to substitute for writing on the blackboard. Improvement of their skills will be necessary for future course.

4 Time allocation of lecture

In many cases, it has been observed that the lecturers have not been completely digesting all contents of their lectures to be given within the lecture time. They have been giving the trainees the latter half of lectures at a run and sometimes have not been able to provide question and answer session even if the lecturers offered all contents of lectures presented. Adequate time allocation of the lecture is needed.

5 Topics in lectures

The lecturers especially from outside KEFRI and FD have been interested only in explaining topics which their organizations are actively participating and tend to neglect the role of forestry in the areas of interest thereby failing to promote the importance of social forestry in rural development. Such contents are not completely unnecessary, however, the lecturers should emphasise role of trees and promotion of social forestry to fall within the objective of the training course.

6 Level of lectures

The lecturers should prepare their lectures to be in line with the aims of each course, trainees' background of each course should be taken into account and ways by which the trainees can convey the contents (techniques and knowledge on social forestry) to other people after the course should be

incorporated into the lectures. For example in case of teachers' course, the lectures should be given to trainees while considering the relevance of the acquired techniques and knowledge to the activities of pupils participating in tree planting clubs.

7 Involvement of question and answer session

The lecturers have been answering trainees' questions well during their lecture time. However, the training could be more effective if the lecturers attracted trainees' interest and made sufficient time available for question and answer session within last part of the lecture. The lecturers should try to incorporate questions raised during the lectures into their future presentations.

8 Conceptual explanation in the lectures

Some lecturers have been giving only conceptual lectures. Since Kitui Centre offers the training course for grass-roots level, applicable techniques and knowledge in the field should be given priority. Therefore, conceptual and general explanation should be kept at a minimum, and practical explanation with specific examples should be kept at a maximum.

Having identified the few issues outlined above as factors in hindering effective coverage and presentation (communication) of your lecture material you as a lecturer are therefore intricately involved in a communication process and should ably and thoroughly understand and operate it.

As a matter of fact, all men know it that communication is a process by which information (knowledge) is transmitted between individuals, and/or groups or organizations so that an understanding response results.

In transmitting ideas between individuals and/or organizations a number of ways or media or communication forms exist, which, if exploited fully, will enable us achieve our training objectives with alot of ease.

such forms of communication include:-

- 1) Language communication - oral (verbal) or written. All of you use this one.
- 2) Visual communication. This one entails the use of pictures, gestures, graphs, charts, cartoons, posters, life or dead specimen samples etc - very few of you use these. Projected materials fall here.
- 3) Audio - communication - use radio.
- 4) Audio - visual communication. Involves use of videos, sound films.

It is my wish now to ask you to use as many ways as possible of reaching your lecture content to our trainees effectively drawing from the pool above. You are always welcome to discuss about the development of any material you think can increase presentation effectiveness of your subject matter. For our purpose, the communication you engage in, as you present your subject matter is intended to elicit a response (change) from the audience (trainees) e.g. increase trees in homestead etc. using learned techniques, lead to some decision making on the part of trainees, e.g. to start a tree nursery, start a woodlot etc and attract them to engage in some dialogue e.g to tell others of bottle watering method, turkana water harvesting method etc, in total what is generally referred to as learning i.e the trainees must acquire, retain and utilize Social Forestry techniques.

However, it must be appreciated that effective communication can be marred by a number of **other** factors which I feel we should be reminded of, viz.

1) Linguistic barriers:-

- Accent that is not familiar.
- Vocabulary - level it as per trainees level.
- Pronunciation - some may be strange.
- Language performance and competence - excellence in use of a language (how one uses a language).
- Stammering.

2) Educational barriers:-

- Level of education of trainees - gauge appropriately.
- Area of specialization of trainees - must be diagonalized adequately and so to a lecturers!

3) Economic or social status:-

- Are those trainees poor or rich. e.g chiefs are relatively rich, farmers are poor, teachers are rich. So use language befitting status.

4) Technical barriers:-

- Lack of usage of teaching aids (those media).
- Misinterpretation of visual aids - we need to be careful.

5) Content of the subject:-

- If logical sequence is lacking, this becomes a barrier.
- Irrelevant content is a barrier.

6) Audience (group of trainees)

- The know all - type can really waste time & generate irritation.
- The trainee group, composition, level of education.

7) Psychological barriers:-

- Psychological disposition of a trainee, lecturer etc.
- Inadequate preparation of lecture by lecturer etc.
- Fright by a lecturer.

Finally but not least, I would like to outline some hints on effective lecture (oral) presentation both in classroom as well as outside situations.

1) You must plan your lecture (presentation) into):-

- a) Introduction (tell a short story, or ask questions about the lecture topic or just state the objectives you want to accomplish by your lecture).
- b) Main presentation of your lecture content (the subject).
- c) Conclusion (summarise the main lecture points or ask questions on the lecture content or leave them with a problem to ponder over).

2) You must have something interesting to tell your audience to learn from your lecture. Involve them actively in your lecture.

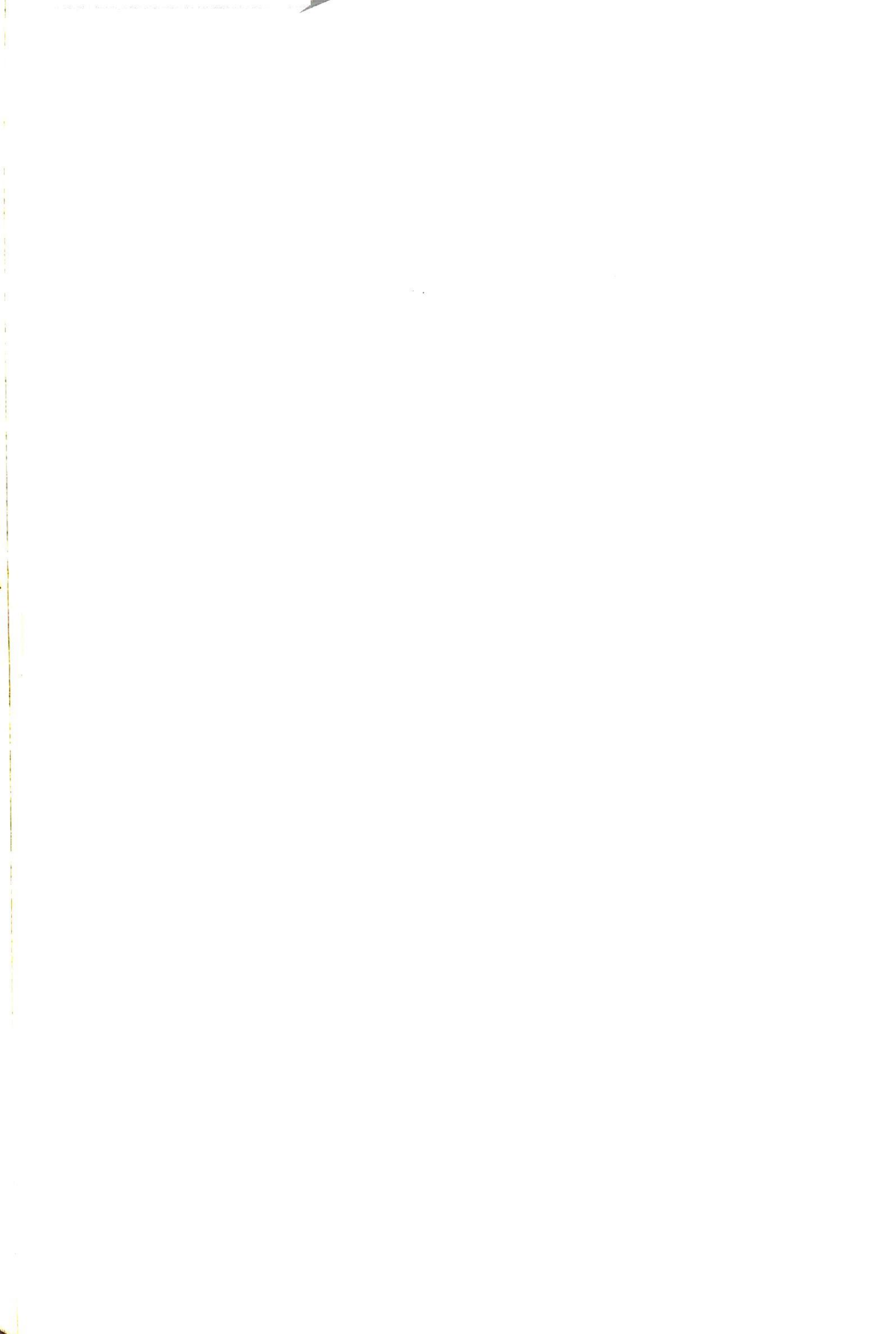
3) You must think in advance about what you want your audience to learn from your lecture.

4) Don't apologize for every shortcoming or limitation that may befall you - you bore the audience

5) You must talk to the audience and not at the audience i.e face and look at virtually every member of the audience as you lecture. Don't look at the roof or through the windows or fix your look to one member of the audience or to a table in front of you as you talk. The audience will lose confidence in you..

6) Self confidence must be cultivated.

- 7) Speak naturally in a loud clear voice/but don't shout, nor speak inaudibly. Have proper articulation and pronunciation of words with adequate language expression and vocabulary. Apply gestures but, not too many to look foolish. Move about while you talk.
- 8) Observe the faces of the members of the audience to check for interest, approval, lack of interest, disapproval, drowsiness etc and motivate as appropriate.
- 9) Illustrate your lecture with as many personal and practical examples as possible, you enhance interest.
- 10) Relax the audience by cracking jokes.
- 11) Dress neatly.
- 12) In classroom situation answer questions as you lecture. Otherwise allow questions at the end of the lecture. Be brief in answering questions.
- 13) Questioning technique - ask a question first, then request somebody to answer. This stimulates every body to think. Don't allow questions to run about or too many questions that they end up repeating one another. Don't stop questions abruptly. Say 1 or 2 questions before we close.
- 14) Hand out any printed or recycled material at the end of the lecture. This ensures sustained attention. In case of reference, give hand out at the appropriate time and allow the members of the audience time to look at it.
- 15) Use audio-visual or teaching aids in general at the appropriate time.
- 16) Any mannerisms that disrupt your presentation must be avoided.
- 17) You must be enthusiastic when presenting your lecture.
- 18) Rehearse your lecture before hand but never memorize it.
- 19) And remember, take every opportunity to speak for practice makes perfect.

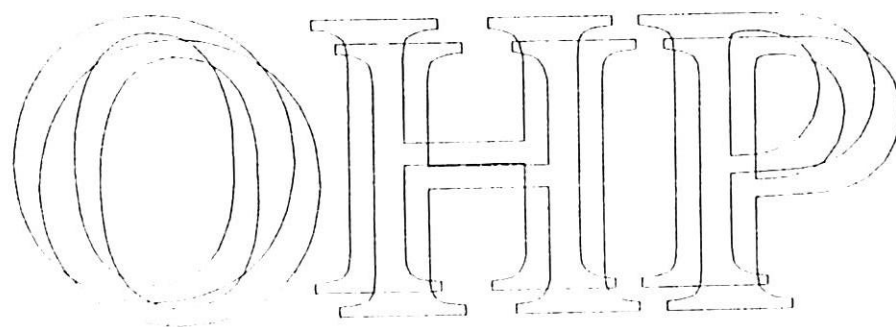


Annex 5

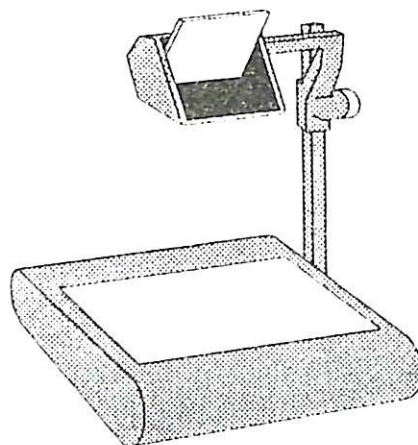
OHP System Guide Book



SFTP Presentation Techniques Series No.1



SYSTEM OPERATION



KENYA/JAPAN SOCIAL FORESTRY TRAINING PROJECT

Contents

Chapter 1 **5 POINTS CHECK-LIST FOR OHP SYSTEM** **4**

- 1. Over Head Projector*
- 2. Scripts*
- 3. Transparency*
- 4. Colouring*
- 5. Layout and Arrangement of the Room*

Chapter 2 **MAKING OF EFFECTIVE TRANSPARENCY** **6**

- 1. Before Making*
- 2. Papers for Script*
- 3. Size of Letters*
- 4. Quantity of Information for One Sheet*
- 5. Layout of Transparency Script*
- 6. Note for Handwriting on Transparency Sheet*
- 7. Copying to Transparency Sheet*
- 8. Colouring Transparency Sheet*

Chapter 3 **CLEAR GRAPH AND CHART DRAWING** **11**

- 1. General Considerations*
- 2. Line Chart Drawing*
- 3. Hatching Feature for Chart Drawing*
- 4. Balance of Chart*
- 5. Flow Chart Drawing*

Chapter 4 OPERATING THE OHP MORE EFFECTIVELY 16

- 1. Using Lump Switch*
- 2. Pointing Information on Transparency*
- 3. Covering some Part of Transparency*
- 4. Laying Transparencies on Top of Each Other*

Chapter 5 PREPARATION OF A SUITABLE MEETING ROOM 19

- 1. Choice of Room*
- 2. Location of the OHP, Screen and Chairs*
- 3. Examples of Room Arrangement*

Chapter 6 SCREEN SETTING 21

- 1. Size of Screen*
- 2. Type of Screen*
- 3. Projection Distance*
- 4. Angle Adjustment*

Chapter 7 SAFETY INSTRUCTIONS AND DAILY MAINTENANCE 23

- 1. Care in Handling the OHP*
- 2. How to Clean the OHP*



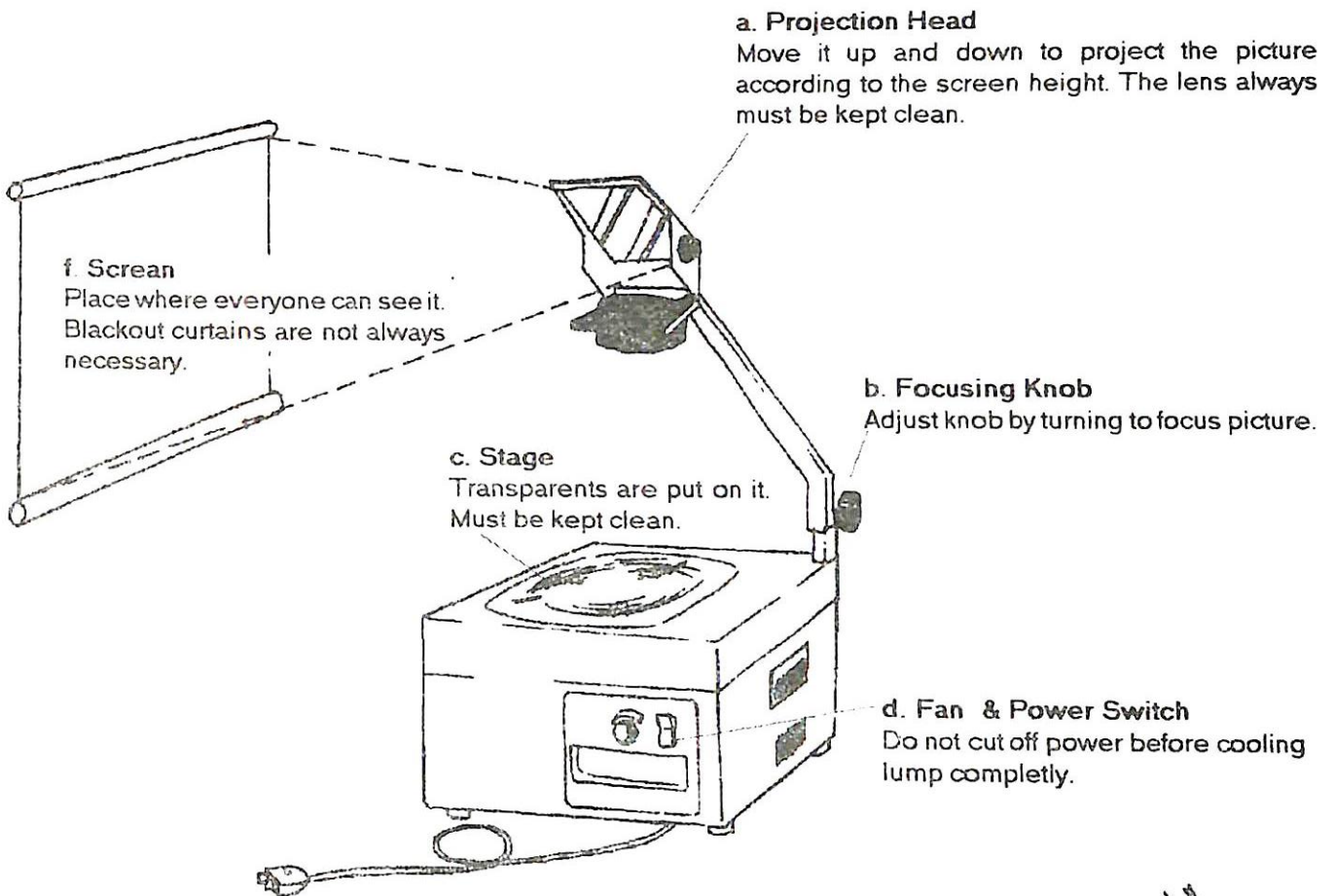
Chapter 1

5 POINTS CHECK-LIST FOR OHP SYSTEM

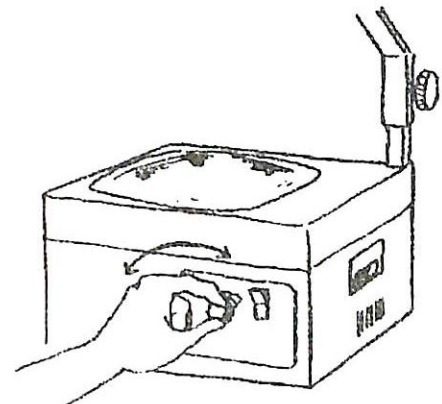
Check over before your operation !

1. Over Head Projector

The Over Head Projector (OHP) is an apparatus which projects a transparency sheet from the stage onto a screen. Name and function of major parts are as follows.



e. Lamp Switch & Bright Control!
If the room is too lit, turn right and if the room is lit normally return left.



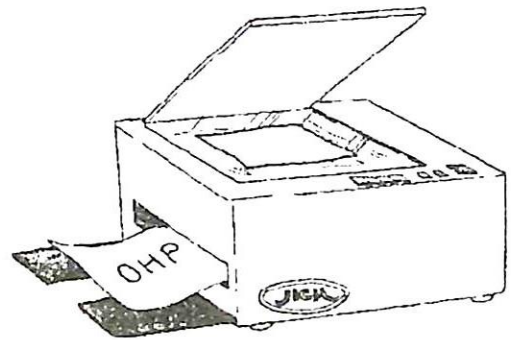
2. Scripts

Naturally, this is the most important for presentation because the results of the presentation depend on the scripts which are prepared in advance.



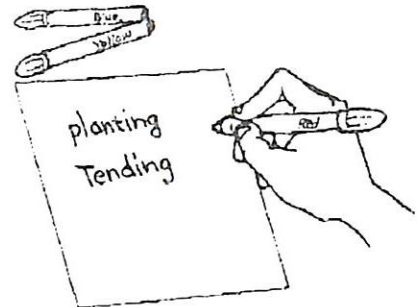
3. Transparency Sheets

Scripts or handouts can be easily copied onto transparency sheets by using ordinary copy machine.



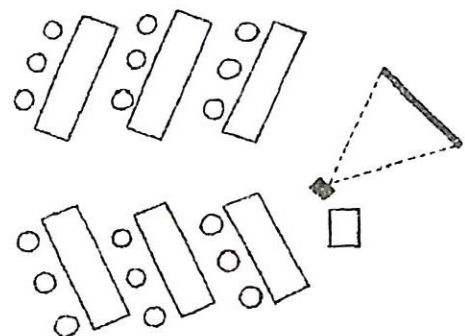
4. Colouring

Colour the sheet using mark pen or colour transparency sheets to offer more distinguishable information and effective presentation.



5. Layout and Arrangement of the Room.

Layout of the room where the presentation is to be done is important for good presentation.



Chapter 2

MAKING OF EFFECTIVE TRANSPARENCY

Think twice what and how are you going to show them !

1. Before Making

Generally you can develop transparency by handwriting or photocopying. Anyway, don't write down on transparency sheets from the beginning. Prepare well your script first and trace or copy it to transparency sheets.

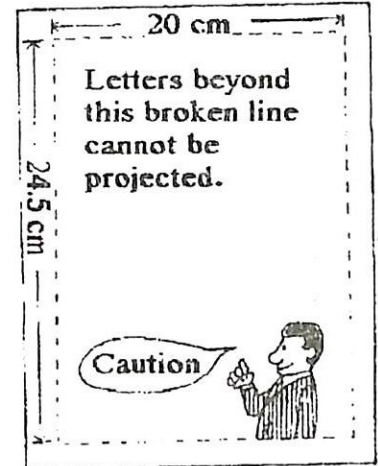
Consider and prepare these items before you start to make your scripts for presentation.



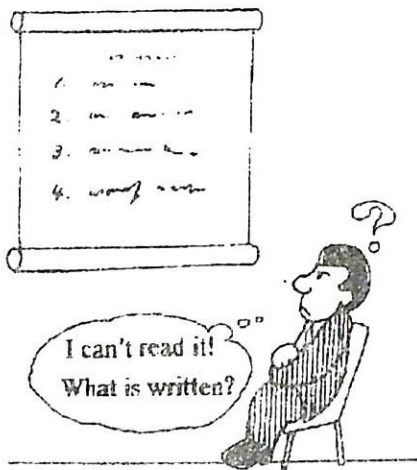
- a) Purpose and Content : Don't forget to realize first purpose and target of the presentation.
- b) Order of Contents : Think properly and organize well the order of each content and subject to present.
- c) Time Allocation : Allocate time of the presentation well for each content. Repeated simulation or exercise before presentation may help you to plan well at this point .
- d) Necessary Data : Collect necessary data about your subject, audience characteristics (Level of education, Age, Exposure, etc.)

2. Papers for Scripts

- a) You can choose any A4 size ordinary paper (typing paper, letter paper and so on).
- b) Use Square paper or Graph paper, if it's possible, which is better for drawing charts and writing letters in the same size and order.
- c) Letters and charts must occupy in the script paper a space no longer than 20 cm x 24.5 cm which is the maximum size that can be projected. Be careful to put writings out of this space !



3. Size of Letters

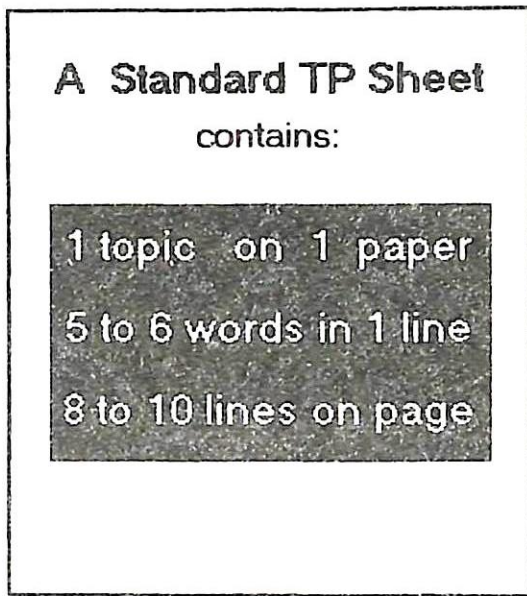


a) It is essential for OHP presentation that the audience are able to read and understand what are projected and get good impression. For that, write **Clear** and **Legible** writings. You should write letters in **Block** in case of handwriting. It may be the ideal that if you can use micro computers' word processor which help you to make more clear and understandable letter.

b) Write letters and numbers in order. The normal height for capital letters which the audience can read may be 7 mm. For the title or the part to be emphasized, use bigger letters. 10 mm is the optimum height even from the back of 100 or more audience.

4. Quantity of Information for One Sheet

To make understandable and well impressible transparency, don't mount so much information on a paper at once. Please make it considering the following standard.

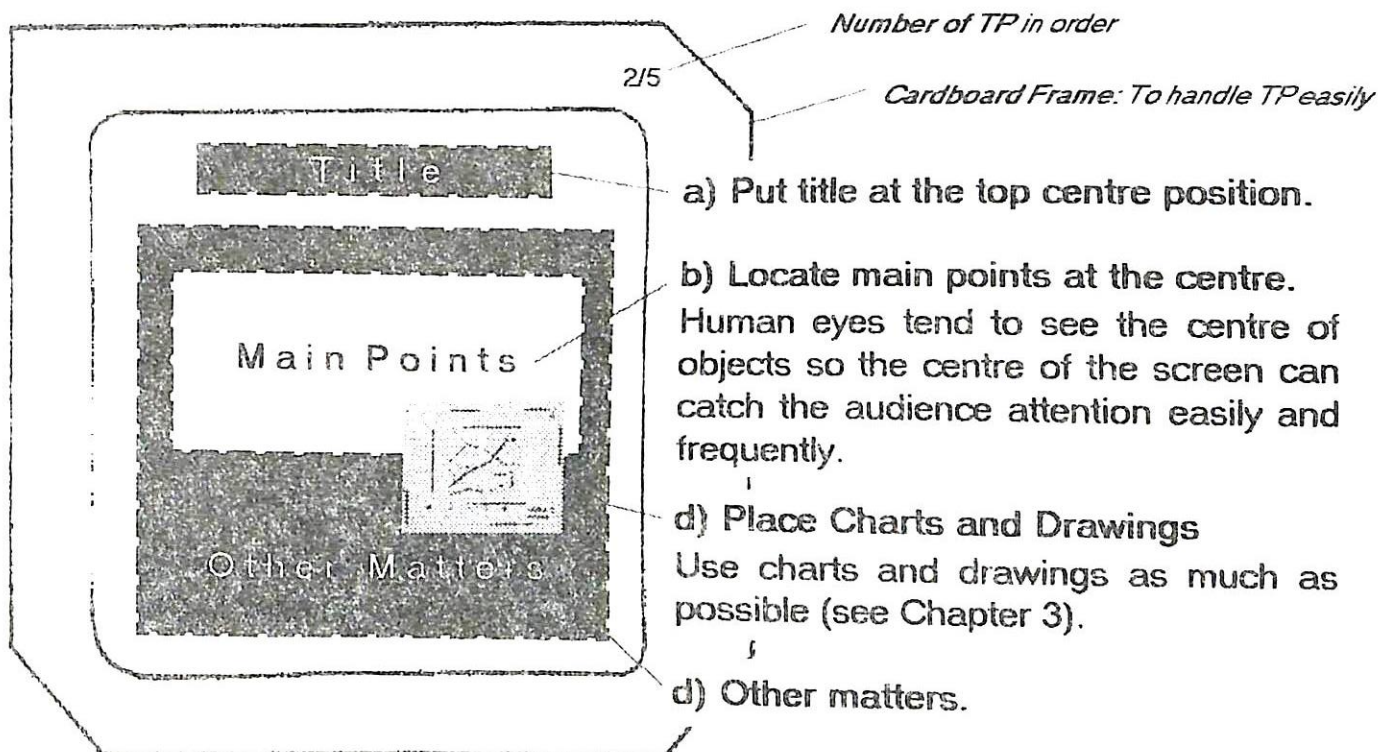


a) If you try to put more, letters are going to be small and that brings confusion.

b) Also, please avoid numbering only that is boring.

5. Layout of TP Script

Standard layout of transparency sheet is as follows.



6. Notes for Handwriting on Transparency Sheets

a) Use block letters. Keep always in your mind to make writings understandable by others (yours might be impossible to read).

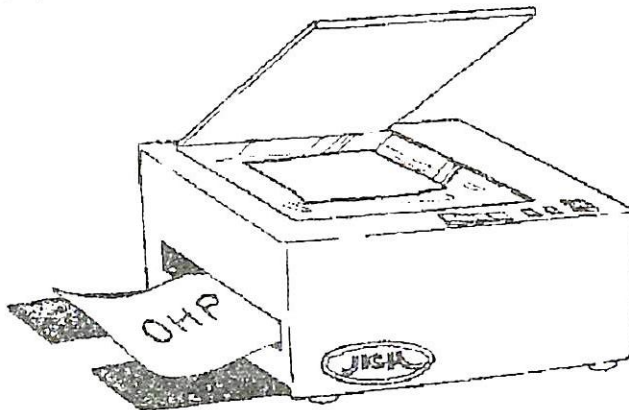
b) Be careful about the size of letters which are sometimes invisible to audience. But you can also vary the size of letters as much as colors according to the importance of subjects or information.



c) If it is necessary, change the color of letters to classify the information so that audience can distinguish and organize easily those subjects.

6. Copying to Transparency Sheet

a) Manuscripts can be copied easily to transparency sheet by using ordinary copy machine.



b) Just put your manuscript on the stage of copy machine and insert transparency sheet instead of ordinary paper.

c) Then you can get the transparency sheet in permanent form (but in black writings) for your presentation.

d) Enlarge function may help you to enlarge the letters on typescript papers to the visible large form on transparency sheets.

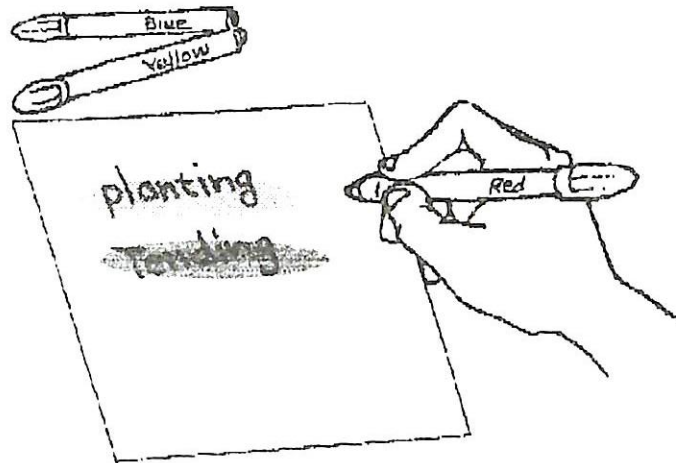
Both Muguga and Kitui Training Centres provide you with copy machine so as to make a transparency sheet for the lectures of the training courses.

3. Colouring Transparency Sheet

After copying, emphasize and classify necessary parts of your transparency sheet by mark pen.

Colouring enables to make:

- a) your transparency look beautiful (attract audiences attention),
- b) easy to identify, classify and compare items on transparencies,
- c) easy to emphasize important points,
- d) easy to modulate your pace of presentation.



If you are suppose to make colouring after writing the letters, use permanent mark-pen for writings. Handwritings of non-permanent mark pen may have danger to be erased by additional colouring. In this case you can paint from the back side of transparencies.

Don't add unnecessary colours. Your transparency may look beautiful but may cause visual confusion to the audience in identifying items on the sheet. Remember the principle of this treatment.

Only 3 to 4 colours may be used on any one transparency !

Chapter 3

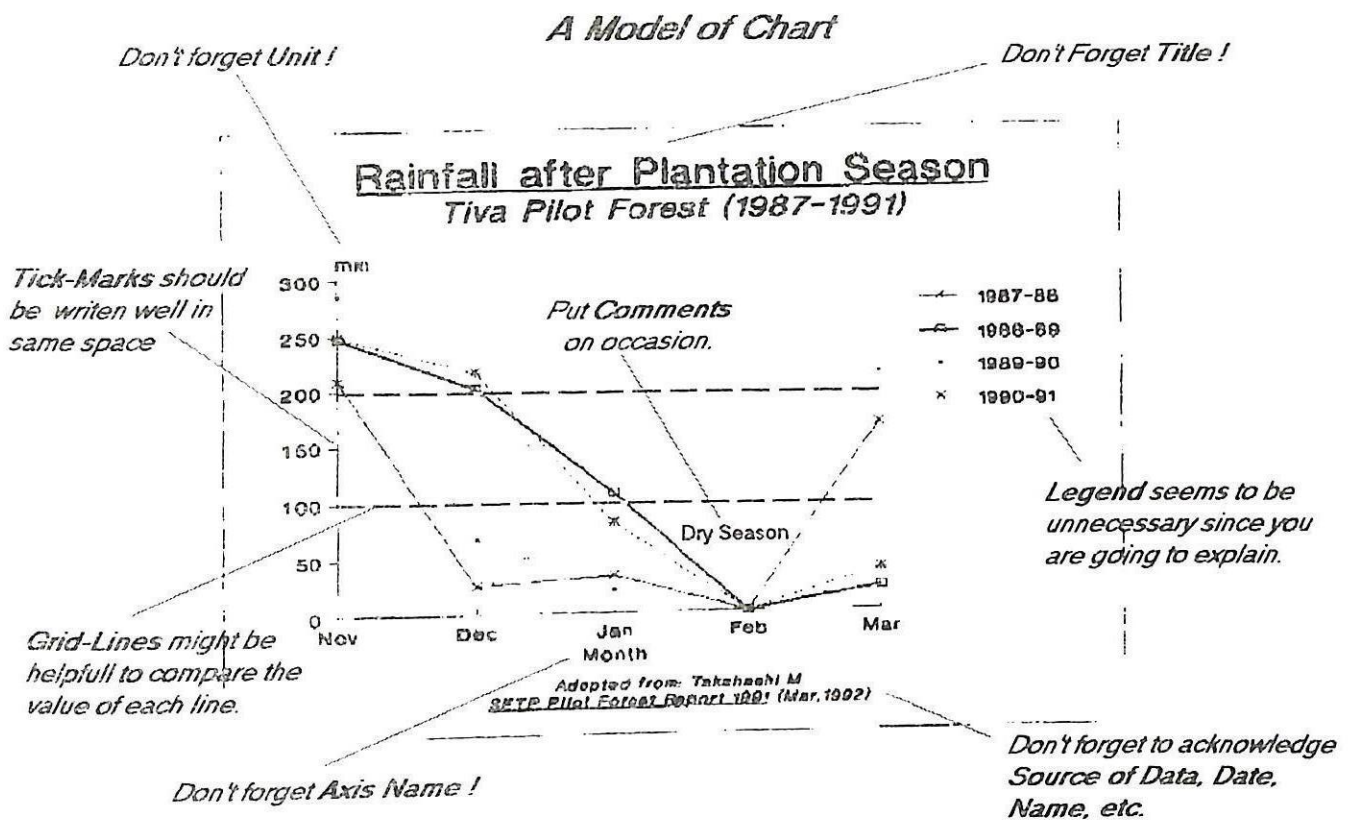
CLEAR GRAPH AND CHART DRAWING

Arrange your concept and place graphs and charts on your transparency as much as possible. They help audience to understand your explanation better, easier and faster than those only in the letters.

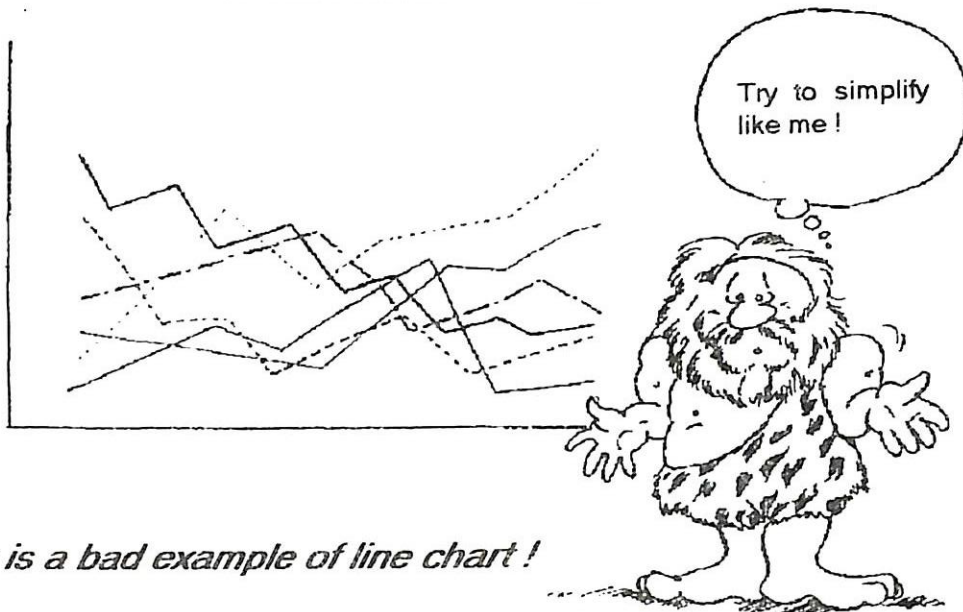
1. General Considerations

General considerations for effective graph drawing are as follows:

- a) Make sure the objective of graphication or in other word what are you going to show them in graphs or charts.
- b) Chose the style (Line, Bar, Pie ?) carefully comparing the efficacy acording to the subjects to show.
- c) Draw same topics in the same style. Otherwise, audience may confuse in comparing results.



2. Line Chart Drawings



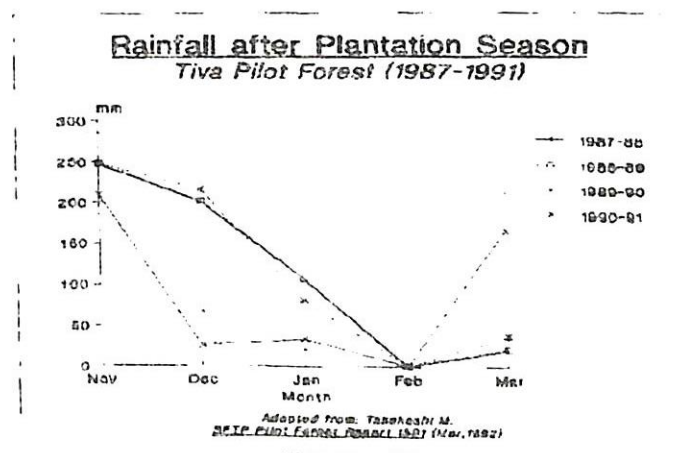
This is a bad example of line chart!

It would be improved, if you were keeping following recommendation.

- a) Select a maximum of three or four kinds of lines. In other words, only three or four things should be compared in each graph. Combination of more series cause confusion and uninteresting to audience.

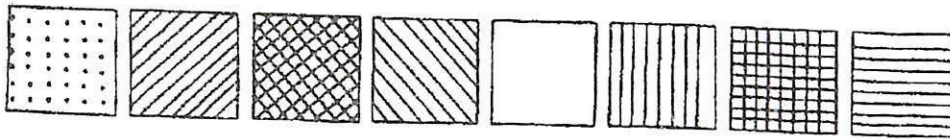
- b) Lines should be drawn to an even width. And each line width should be enough different or distinguishable to compare.

- c) Changing of point pattern (* + x) is useful to identify each line.



3. Hatching Feature for Chart Drawing

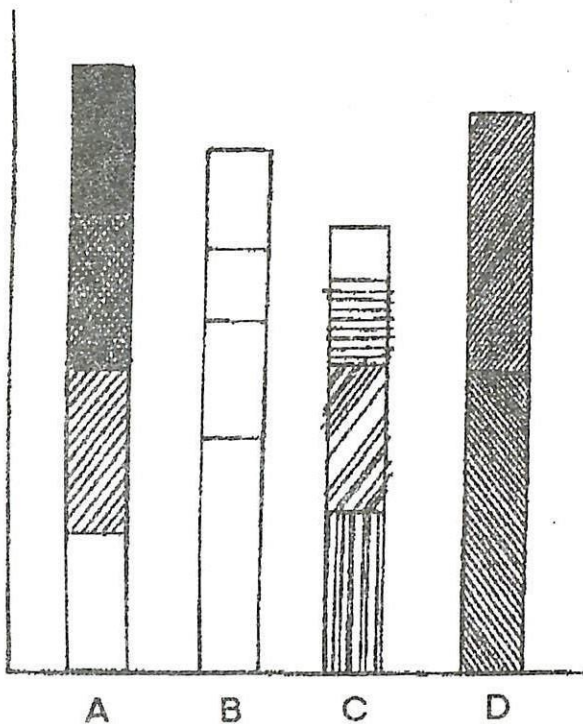
For bar and pie charts, which represents ratios by area, hatching is used to apply to classify different items in charts as well as colours. The following are general examples of hatching patterns.



If you are creative, hatching patterns would be available more but what you have to note in combination of those are :

- Use only 3 to 4 hatching patterns. If more are used, it will become difficult to distinguish each part.
- Don't place too much difference, in terms of density, hatching patterns together. This gives the audience an optical illusion.

For example !



bar A: The hatching pattern of the top part is darker than that of the bottom part. It gives the unsettled impression, so reverse the hatching pattern, dark at the bottom, light at the top.

bar B: Needs to distinguish by hatching or colouring after copying to transparency sheet.

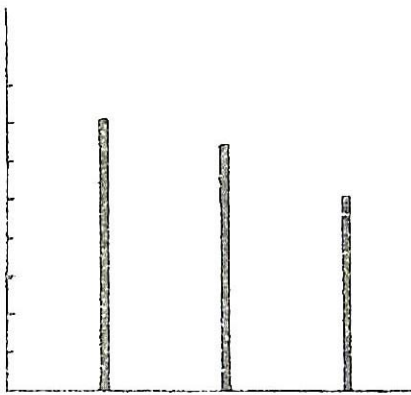
bar C: Needs clearer and more distinguishable hatching. Do not draw line pushed out and draw line in same space.

bar D: Gives an optical illusion, so the hatching patterns need changing.

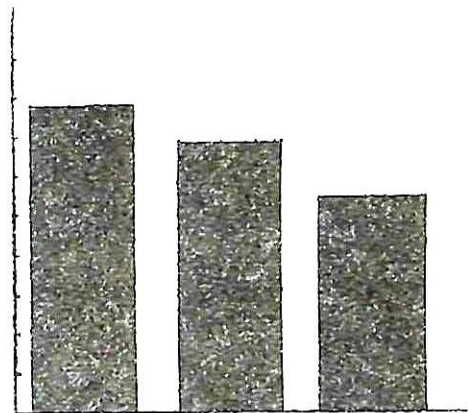
4. Balance of bar chart

Draw a well-balanced bar chart so as not to make the audience confused. Be careful about making scales of graduation along the vertical and horizontal axes, and also about the width of each bar and the space between bars.

Each bar is too thin giving a poor impression.

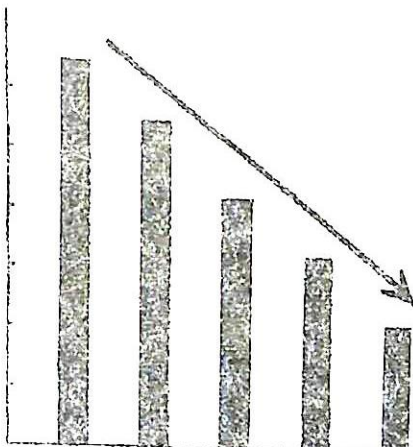


Each bar is too thick giving an oppressive impression.

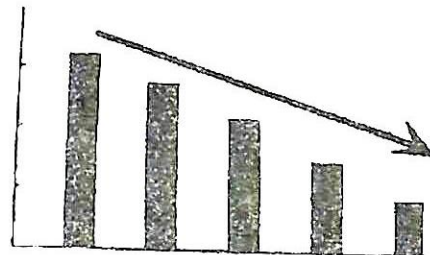


Both chart A and B show the same subject, but they give quite different impressions, because of the scale along the vertical axis.

A



B

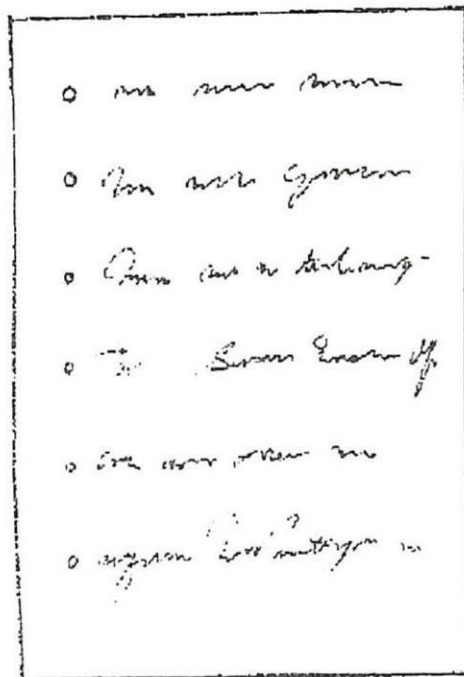


It is preferable to use graphic softwear on micro-computer that makes all of those processes automatically. Both Muguga and Kitui Training Centre may help you to compile more clear graph for training course.

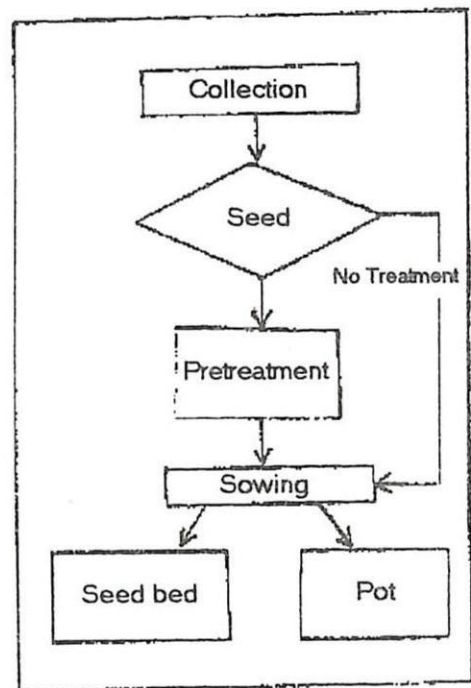
2. Flow Chart Drawing

If you are going to explain some process, flow charts might be effective. Those will be more understandable than just pointing out the items.

Example of ordinary TP script giving mediocre impression.

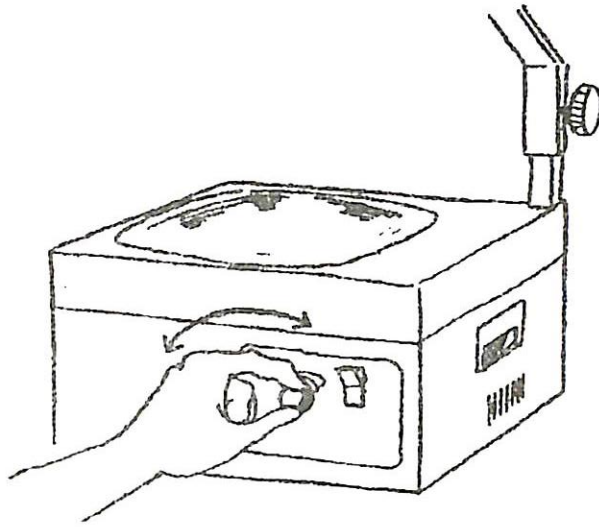


A series of processes shown by flow chart making good modulation among each stages.



Aren't you using OHP just to project the picture on the screen? Use these techniques for effective presentation.

1. Using the Lump Switch



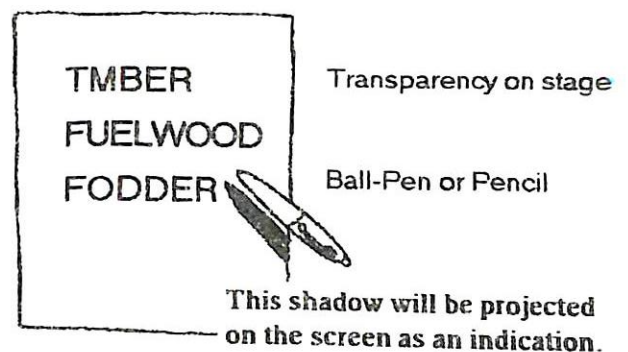
To draw maximum attention of audience, use the lamp switch turning on and off according to the progress of your presentation.

For example, if the power switch goes on suddenly, the audience will direct their attention to the screen. On the contrary, if the switch goes off unexpectedly, they will all turn to look at the presenter.

You can use this attitude effectively during your presentation. But it is not recommendable to switch on and off too many times to irritate audience.

2. Pointing Information on Transparency

It is unnecessary to go to point the picture on the screen. You only need to point the same parts on transparency sheet on the OHP stage using a Ball-Pen or a pencil. As the presenter, you can point to them without turning your back to the audience, so that you can see always the audience's response.



You had better lay off the pen or pencil on the stage. If you are holding it, the vibration of your hand will be transferred to the screen, so the part of the picture, which you wish to point to, will not be clear.

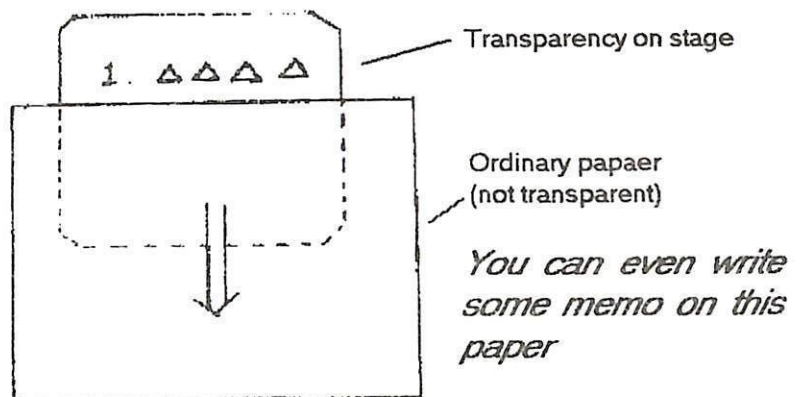
3. Covering Some Part of Transparency

To show everything at once is not always effective. It is better to cover your transparency and just project the necessary part onto the screen. Because if you project the whole material at once, audience tend to see automatically B to Z even when you are explaining about A.

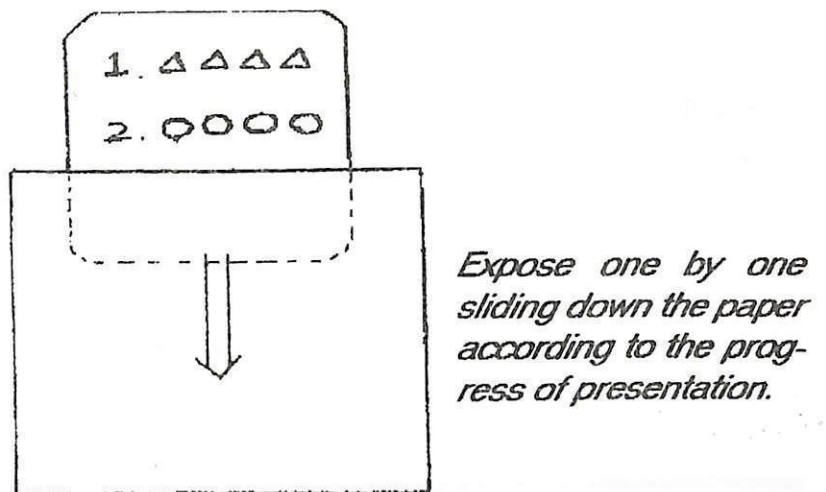
By using this method, you can develop your lecture at your own pace keeping the audience attention on your actual speaking point and increasing audience's interests for following subjects.

Don't Show It at Once!

a) Cover the transparency sheet on the stage with an ordinary paper and do not project all parts of the transparencies on the screen at once.



b) Adjust the covering paper gradually from top to bottom or side to side showing necessary parts of the transparency according to the progress of your presentation.

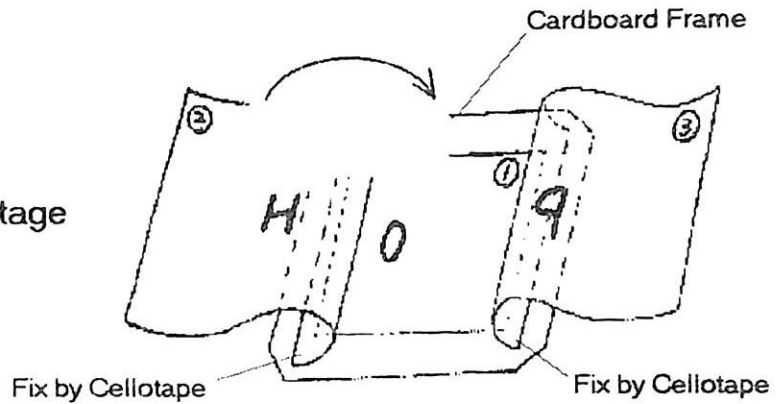


4. Laying Several Transparencies on Top of Each Other

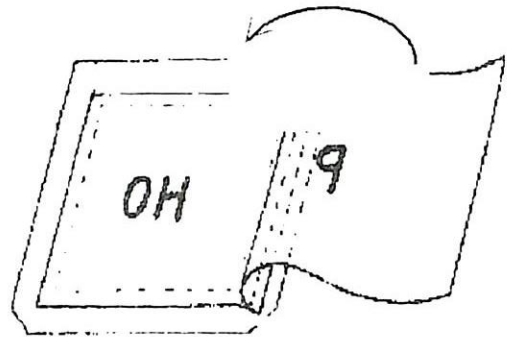
This is useful to explain a complicated or multiple process to the audience. You can divide the process into several parts and explain each of them systematically.

For example !

a) Firstly, put transparency 1 on the stage so 'O' is projected.



b) Secondly, put transparency 2 on top of transparency 1, so 'OH' is projected.



c) Lastly, put transparency 3 on top of transparency 2, so 'OHP' is projected.



d) Also you can perform this in reverse order c) - b) - a).

It is even more effective if you incorporate these four methods mentioned above !

Chapter 5

PREPARATION OF A SUITABLE MEETING ROOM

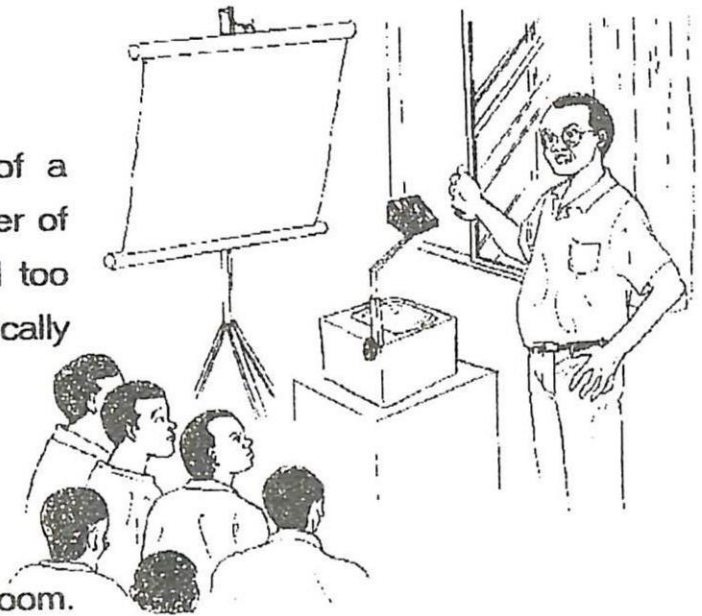
In the chapter of transparency making, we emphasized that TP must be clear and understandable for everyone. But if the image is interrupted by machine or person, or the image itself is crooked when that is projected on the screen, all your efforts may come to nothing.

1. Choice of Room

a) Choose a comfortable room of a suitable size according to the number of the audience. Both too large and too small are not mentally and physically good to the audience.

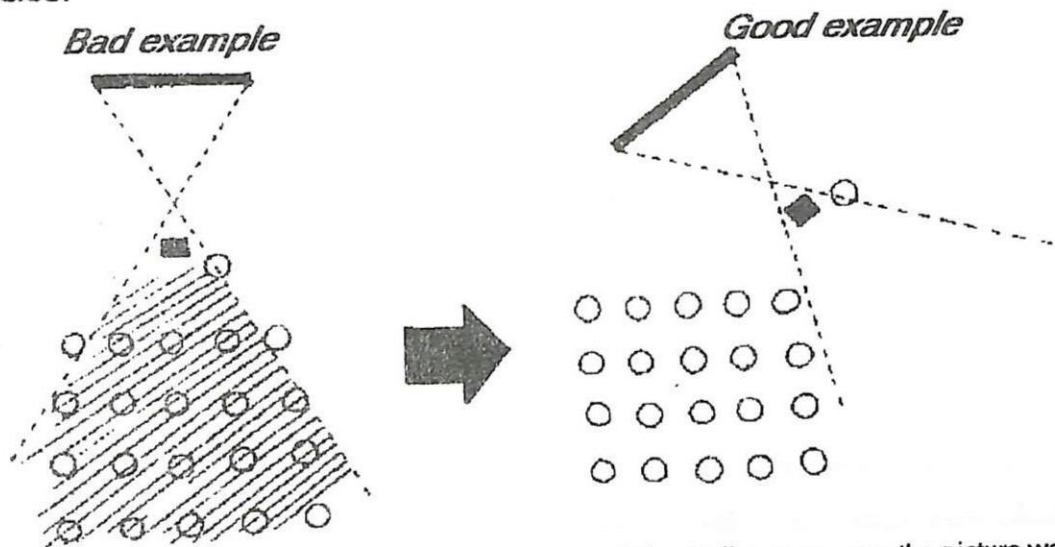
b) Avoid noisy conditions.

c) Be aware of the ventilation of the room.



2. Location of the OHP, Screen and Chairs

The screen has to be set in a place where all the audience can see without any obstacles.

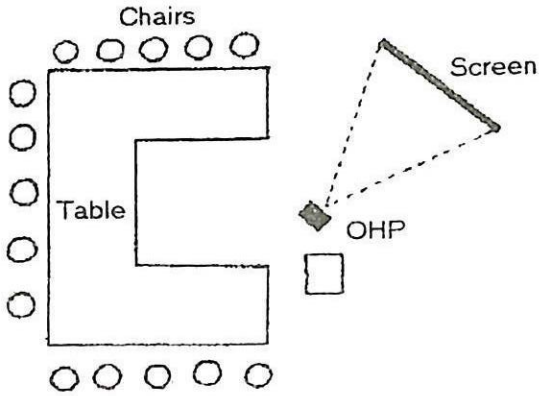


The people in the shaded portion cannot see the picture well because of the OHP and presenter.

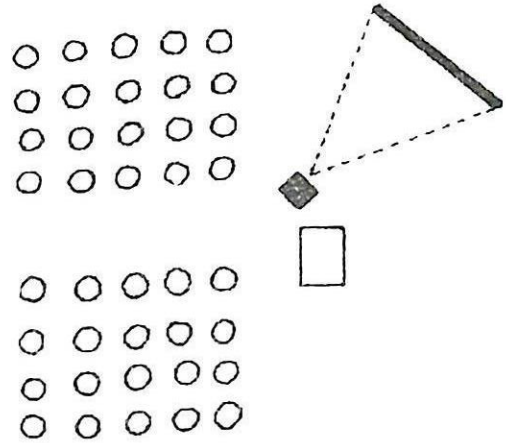
All the audience can see the picture well.

3. Examples of Room Arrangement

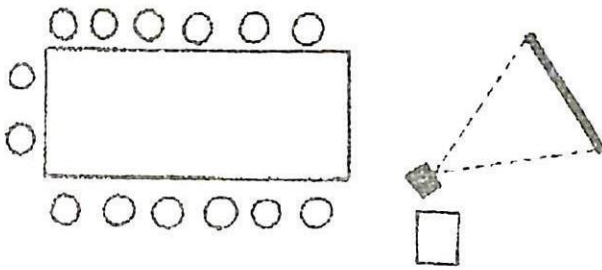
Many arrangements can be possible according to the objective and number of audience. These are some examples.



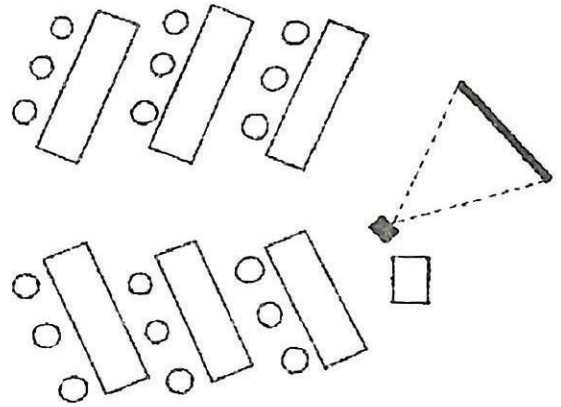
a) For a discussion of 12 to 20 people



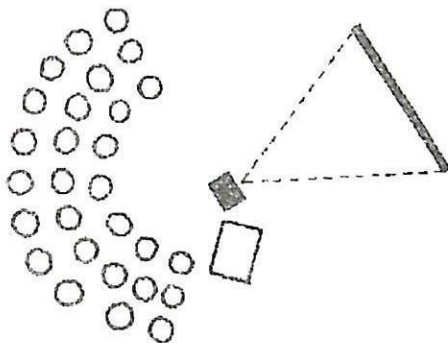
b) For a long lecture to many people



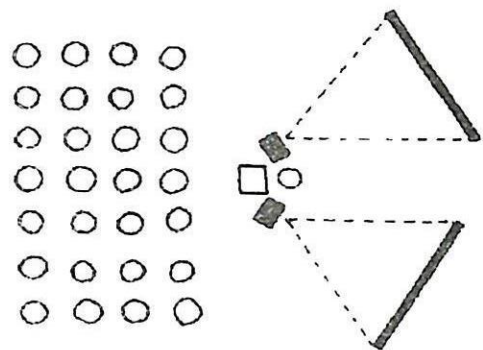
c) For a discussion of 6 to 12 people



d) For a short presentation to many



e) For a short presentation to many people. A large audience sitting in a semi-circle



f) Using two OHPs and two screens for more advanced presentation

Chapter 6

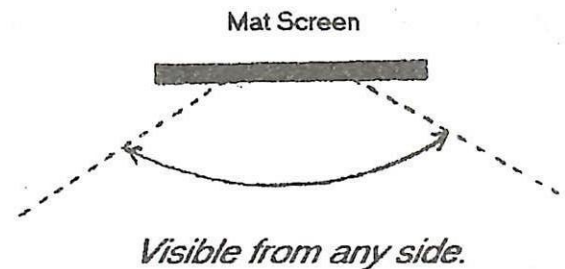
SCREEN SETTING

1. Size of Screen

1.5 m x 1.5 m or 1.8 m x 1.8 m is the size which is usually used for OHP screen.

2. Type of Screen

Mat-Type screen is better for small room presentation because of its large angle of reflection. Both three-legged support movable type and fixed hanging type are available.



3. Projection Distance

Proper projection distances between OHP and Screen varies with the model of OHP and size of screen. Followings are examples for the OHP of focal distance 245mm.

Over Head Projector		Screen	
Focus Length	Stage Size	1.5m x 1.5m	1.8m x 1.8m
245mm	25cm x 25cm	1.7m	2m

For other OHP, projection distance can be calculated using the following algebraic formula.

$$d = f (S' / S + 1)$$

The focal length of the OHP can be calculated using this algebraic formula

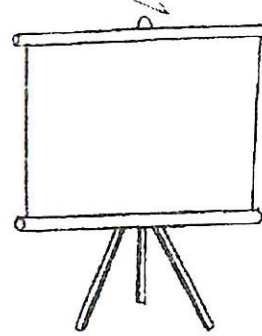
$$f = d / (S' / S + 1)$$

S' = the length of the screen
 S = the length of OHP stage
 d = the distance between the screen and OHP
 f = the focal length of OHP head lens

4. Angle Adjustment

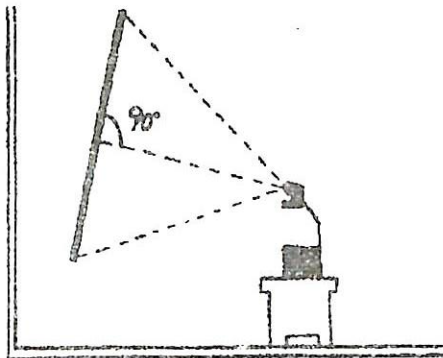
The light from the OHP must hit the screen at right angles on both a vertical and horizontal axis. If they are not at right angles, the picture on the screen is distorted. So, please check enough and set the screen properly before your presentation.

Screen usually has some play for angle adjustment according to the OHP angle.

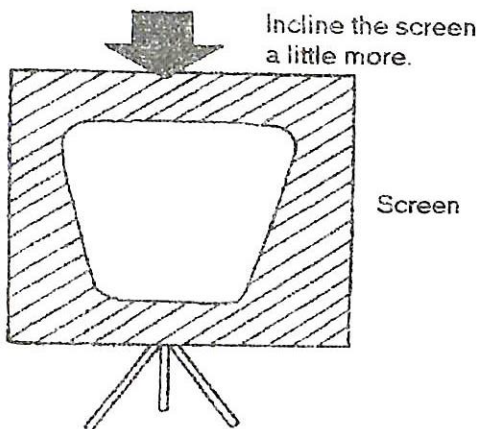


a) Vertical adjustment

Incline the screen until it is at right angles to the projection from the OHP.

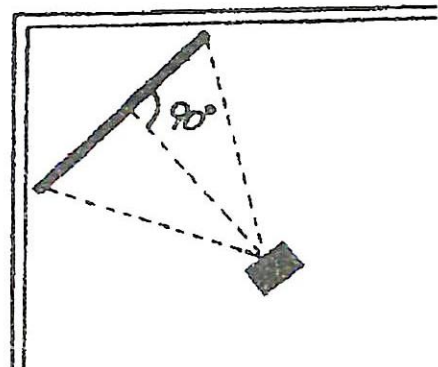


If the screen is not vertically well placed, the picture on the screen is like this.

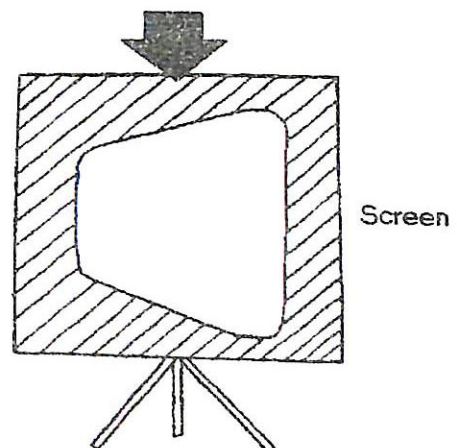


b) Horizontal adjustment

Adjust turning the OHP until it is at a right angle with the screen.



If the screen is not horizontally well placed, the picture on the screen is like this.



The picture on the screen should be rectangular in shape !

1. Care in Handling the OHP

- a) Do not move the OHP without disconnecting the power supply.

If the OHP is moved when still connected, the bulb will vibrate and it might burn out.

- b) Do not touch the bulb or the reflector when the bulb is changed.

If finger prints are left on the bulb and the reflector, the light from the bulb becomes dark.

- c) Put off only the Light Switch and let OHP cool completely moving the Fan.

If you turn the Fan (Power) Switch off before cooling the machine, the inside of the OHP will still be hot and damages may occur.

2. How to Clean the OHP

Clean the OHP after switching off.

- a) If the head lens, the stage glass, the fresnel lens and the one-piece stage become dirty, clean them with tissue paper soaked in OHP lens cleaner.
- b) If the body of OHP becomes dirty, clean it with a soft cloth. First use a damp cloth (with some neutral detergent if necessary) to wipe off the dirt. Then wipe it again with a dry cloth.
- c) Do not use thinner or oleaginous solvent for cleaning.
- d) Cover the OHP with a dust cover when it is not in use.

Annex 6

Nomination Letter



Annex 6 - 1

Part for Nominators

in

Nomination Letter



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

Ref:KSEFP/TR/2/VOL.IV/1

Date:1...June...1992

(for all nominators except nominators in Meru, Embu
and Tharaka/Nithi districts for farmer's course)

District Forest Officer,
P.O. Box 106
Kitui.

Dear Sir,

RE: TRAINING COURSE FOR FARMERS

Kenya/Japan: Social Forestry Training Project will provide a training course for farmers from 13th to 24th July, 1992 at Kitui Social Forestry Regional Training Centre, and five (5) farmers will be invited from Arid and Semi-arid Lands in your District.

I should appreciate it if you would nominate trainees from all the Divisions of Arid and Semi-Arid Lands who have not so far attended this course, give them the attached invitation letters and send back the nomination form duly filled out to Kitui Social Forestry Regional Training Centre, P.O.Box 892, Kitui, by 3rd July, 1992.

Nomination form and necessary information sheets are attached herewith.

Looking forward to hearing from you in good time.

Yours faithfully.

Mr. Joshua K. Cheboiwo
FOR CHAIRMAN TRAINING SUB-COMMITTEE



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

Ref: KSFP/TR/2/VOL.IV/2

Date:1.....June...1992

(for nominator in Meru, Embu and Tharaka/Nithi
districts for farmers' course)

District Agricultural Officer,
P.O. Box 32,
Embu.

Dear Sir,

RE: TRAINING COURSE FOR FARMERS

Kenya/Japan: Social Forestry Training Project will provide a training course for farmers from 13th to 24th July, 1992 at Kitui Social Forestry Regional Training Centre, and five (5) farmers will be invited from Arid and Semi-arid Lands in your District.

I should appreciate it if you would nominate trainees from all the Divisions of Arid and Semi-Arid Lands who have not so far attended this course, give them the attached invitation letters and send back the nomination form duly filled out to Kitui Social Forestry Regional Training Centre, P.O.Box 892, Kitui, by 3rd July, 1992.

In order to facilitate transport for trainees from remote places, we are providing a Minibus of "JICA" GKM 549 to be in front of Meru D.C.'s office at 11:00 am and in front of Embu D.C.'s office at 2:00 pm to proceed direct to our Kitui Social Forestry Regional Training Centre.

Nomination form and necessary information sheets are attached herewith.

Looking forward to hearing from you in good time.

Yours faithfully.

Mr. Joshua K. Cheboiwo
FOR CHAIRMAN TRAINING SUB-COMMITTEE

List of Information Papers Attached

Title	Number
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	5

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

- Title: Farmer's Course
- 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 promote social forestry activities in semi-arid lands.
- Participants: 30 farmers from semi-arid areas nominated by forestry and other organizations without excluding Projects and NGOs
- Language: Kiswahili.
- Duration: from Monday 13th to Friday 24th July, 1992.

KITUI REGIONAL TRAINING CENTRE PROGRAMME
Farmers' Course, Monday 13 - Friday 24 July 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
13/Jul/92 (Mon)									Arrival and registration		Introduction
14/Jul/92 (Tue)	Role of farmers to promote tree planting <i>Mr. Muzie (Dir. FEO, Central)</i>	Useful tree species for social forestry <i>Mr. Njogu (Asst. DFO, Kitui)</i>	Tea Break	Continued	Break	Opening and lunch	Continued	Tea Break	Establishment of small scale nursery		
15/Jul/92 (Wed)	Seed collection and handling <i>Miss. Mhora (Seed Forester, KEFRI, Kitui)</i>	Continued	Tea Break	Seed pre-treatment <i>Mr. Rateng (Seed Technologist, KEFRI, Kitui)</i>	Break	Lunch	Nursery techniques	Tea Break	Continued		
16/Jul/92 (Thu)	Nursery techniques (Practice) <i>Mr. Njogu</i>	Continued	Tea Break	Nursery management <i>Mr. Njogu</i>	Break	Lunch	Nursery record and record keeping <i>Mr. Rateng</i>	Nursery protection (Pest and disease) <i>Mr. Njogu (Forester, Central)</i>	Tea Break	Question and answer session for nursery subjects <i>Mr. Njogu Mr. Muzie Mr. Njogu</i>	
17/Jul/92 (Fri)	Planting and tending techniques <i>Mr. Lugadira (SFTP)</i>	Continued	Tea Break	Protection from termites and animals <i>Mr. Kipkemoi (SFTP)</i>	Break	Lunch	Continued	Field trip to Pilot Forest site (Practice and demonstration of planting and tending techniques) <i>Mr. Lugadira</i>			
18/Jul/92 (Sat)						Lunch			Continued		

KITUI REGIONAL TRAINING CENTRE PROGRAMME

Farmers' Course, Monday 13 - Friday 24 July 1992

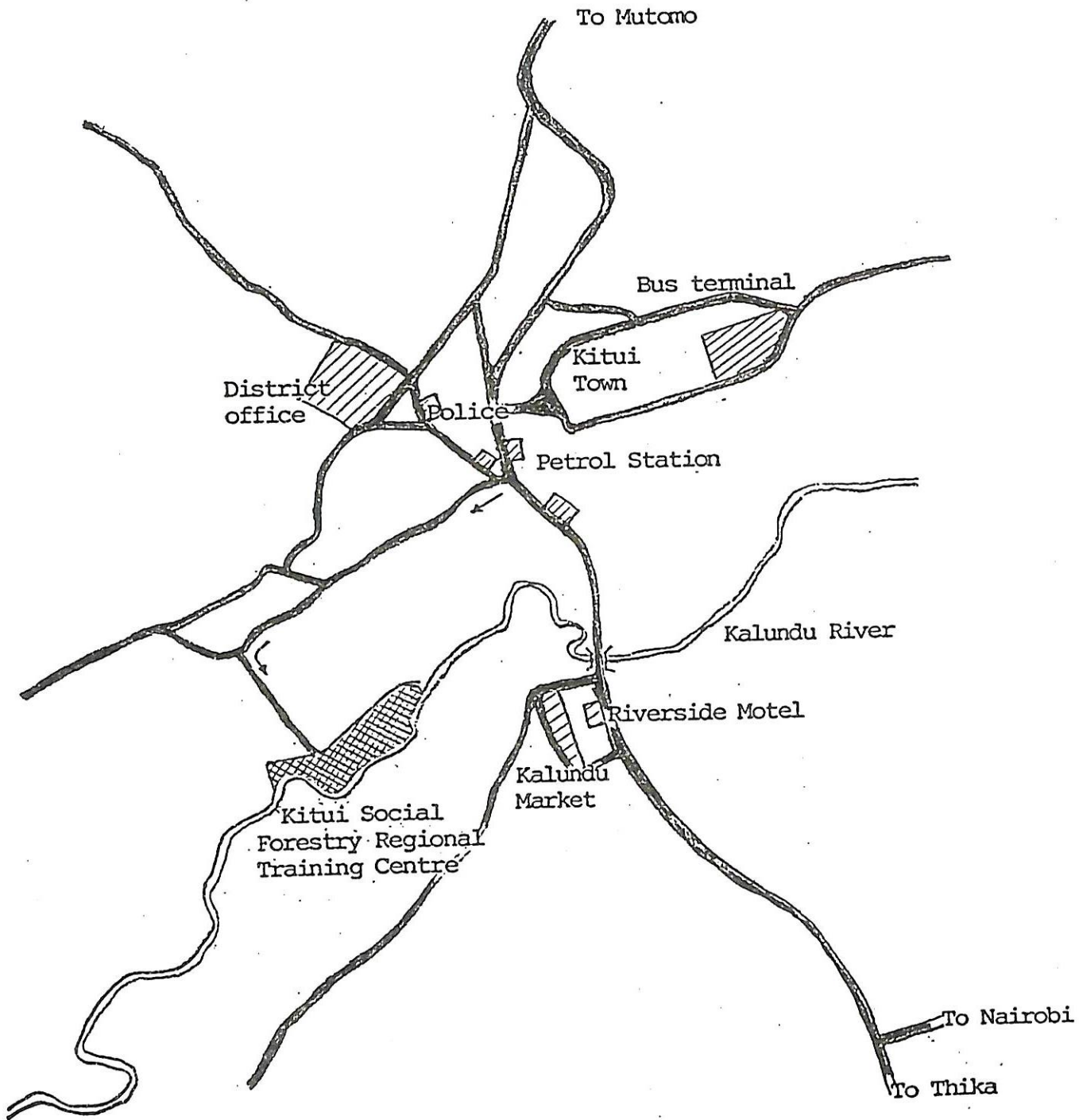
Date 8:00 9:00-9:15 10:15 10:45 11:45-12:00 13:00 14:00 15:00 15:30 16:00 17:00

19/Jul/92 (Sun)	Free time									
20/Jul/92 (Mon)	Grazing land management	B	Continued	Tea Break	Soil conservation	B	Continued	Lunch	Continued	(Field trip to soil conservation site)
	<i>Mr. Malere (Dir. LEQ Central)</i>				<i>Mr. Kaluku (Dir. SCQ Central)</i>					
21/Jul/92 (Tue)	Energy for rural life (Introduction to alternative energy source)	B	Continued (Energy saving and improved stoves)	Tea Break	Continued (Practice and field trip)	B	Continued	Lunch	Continued	Field trip to small scale nursery and model farmers in Kwavonza
	<i>Mr. Lusaka (KENCO, Kitui)</i>				<i>Mr. Muthoka (Dir. Bee officer, Kitui)</i>					<i>Mr. Orngweya (SFTPI)</i>
22/Jul/92 (Wed)	Recommendable fruit trees	B	Continued	Tea Break	Bee keeping	B	Continued	Lunch	Continued	Continued (Field trip to honey production site)
	<i>Mr. Wambugu (Dir. AEO Central)</i>				<i>Mr. Mungai (Centre Manager, Kitui Agroforestry Centre)</i>					
23/Jul/92 (Thu)	Grafting and budding techniques	B	Continued (Practice)	Tea Break	Agroforestry	B	Continued	Lunch	Continued	Organic farming (Practice and field trip to Kitui Agroforestry Centre)
	<i>Mr. Wambugu</i>				<i>Mr. Mungai (Centre Manager, Kitui Agroforestry Centre)</i>					<i>Mr. Lusaka</i>
24/Jul/92 (Fri)	Organic farming (Practice)	B	Continued	Group discussion	Continued	B	Continued	Closing and lunch	Continued	Departure
	<i>Mr. Lusaka</i>			<i>Mr. Mungai (SFTPI)</i>				<i>Mr. Nandji (Dir. Kitui)</i>		<i>Mr. Mungai</i>

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 wives 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, 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 are submitted.
7. Trainees are requested to arrive and to be registered at the Training Centre before the first programme of the first day starts.

KITUI SOCIAL FORESTRY REGIONAL
TRAINING CENTRE



Nomination Form

Farmers' Course

13th - 24th July, 1992

No.	Name of trainee	Mr/Mrs/Miss	Location	Division
1.				
2.				
3.				
4.				
5.				

Annex 6 - 2

Part for Trainees

in

Nomination Letter



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

Ref: KSEFP/TR/2/VOL.IV/3

Date:1...June...1992

(for all trainees except trainees in Meru, Embu and Tharaka/Nith districts for farmer' course)

Mr/Mrs/Miss.....

.....

.....

Dear Sir/Madam,

RE: TRAINING COURSE FOR FARMERS

13TH - 24TH JULY, 1992

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.

We look forward to your participation in the training.

Yours faithfully,

Joshua K. Cheboiwo
FOR CHAIRMAN OF TRAINING SUB-COMMITTEE



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

Ref: KSEFP/TR/2/VOL.IV/4

Date: 1 June 1992

(for trainees in Meru, Embu and Tharaka/Nithi districts for farmers' course)

Mr/Mrs/Miss.....
.....
.....

Dear Sir/Madam,

RE: TRAINING COURSE FOR FARMERS
13TH - 24TH JULY, 1992

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 Minibus of "JICA" GKM 549 to be in front of Meru D.C.'s office at 11:00 am and in front of Embu D.C.'s office at 2:00 pm on 13th Monday to proceed direct to our Kitui Social Forestry Regional Training Centre.

We look forward to your participation in the training.

Yours faithfully,

Joshua K. Cheboiwo
FOR CHAIRMAN OF TRAINING SUB-COMMITTEE

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 promote social forestry activities in semi-arid lands.
3. Participants: 30 farmers from semi-arid areas nominated by forestry and other organizations without excluding Projects and NGOs
4. Language: Kiswahili.
5. Duration: from Monday 13th to Friday 24th July, 1992.

KITUI REGIONAL TRAINING CENTRE PROGRAMME

Farmers' Course, Monday 13 - Friday 24 July 1992

Date 8:00 9:00-9:15 10:15 10:45 11:45-12:00 13:00 14:00 15:00 15:30 16:00 17:00

13/Jul/92 (Mon)									Arrival and registration	Introduction
14/Jul/92 (Tue)	Role of farmers to promote tree planting <i>Mr. Mude (Dir. FEO Central)</i>	Useful tree species for social forestry <i>Mr. Njogu (Asst. DFO Kitui)</i>	Tea Break	Continued	Opening and lunch	Continued	Tea Break	Establishment of small scale nursery		<i>Mr. Mude</i>
15/Jul/92 (Wed)	Seed collection and handling <i>Miss. Mboya (Seed Forester, KEFRI Kitui)</i>	Continued	Tea Break	Seed pre-treatment <i>Mr. Rationy (Seed Technologist, KEFRI Kitui)</i>	Continued (Demonstration and practice)	Lunch	Nursery techniques	Tea Break	Continued	
16/Jul/92 (Thu)	Nursery techniques (Practice)	Nursery management		Nursery from animals	Nursery record and record keeping	Lunch	Nursery protection (Pest and disease)	Tea Break	Question and answer session for nursery subjects	<i>Mr. Njogu Mr. Mude Mr. Njogu</i>
17/Jul/92 (Fri)	Planting and tending techniques <i>Mr. Lagathiu (SFTP)</i>	Continued	Tea Break	Protection from termites and animals <i>Mr. Kipkemoi (SFTP)</i>	Continued	Lunch	Field trip to Pilot Forest site (Practice and demonstration of planting and tending techniques)			
18/Jul/92 (Sat)		Study tour to ICRAF Field Station at Machakos				Lunch	Continued			

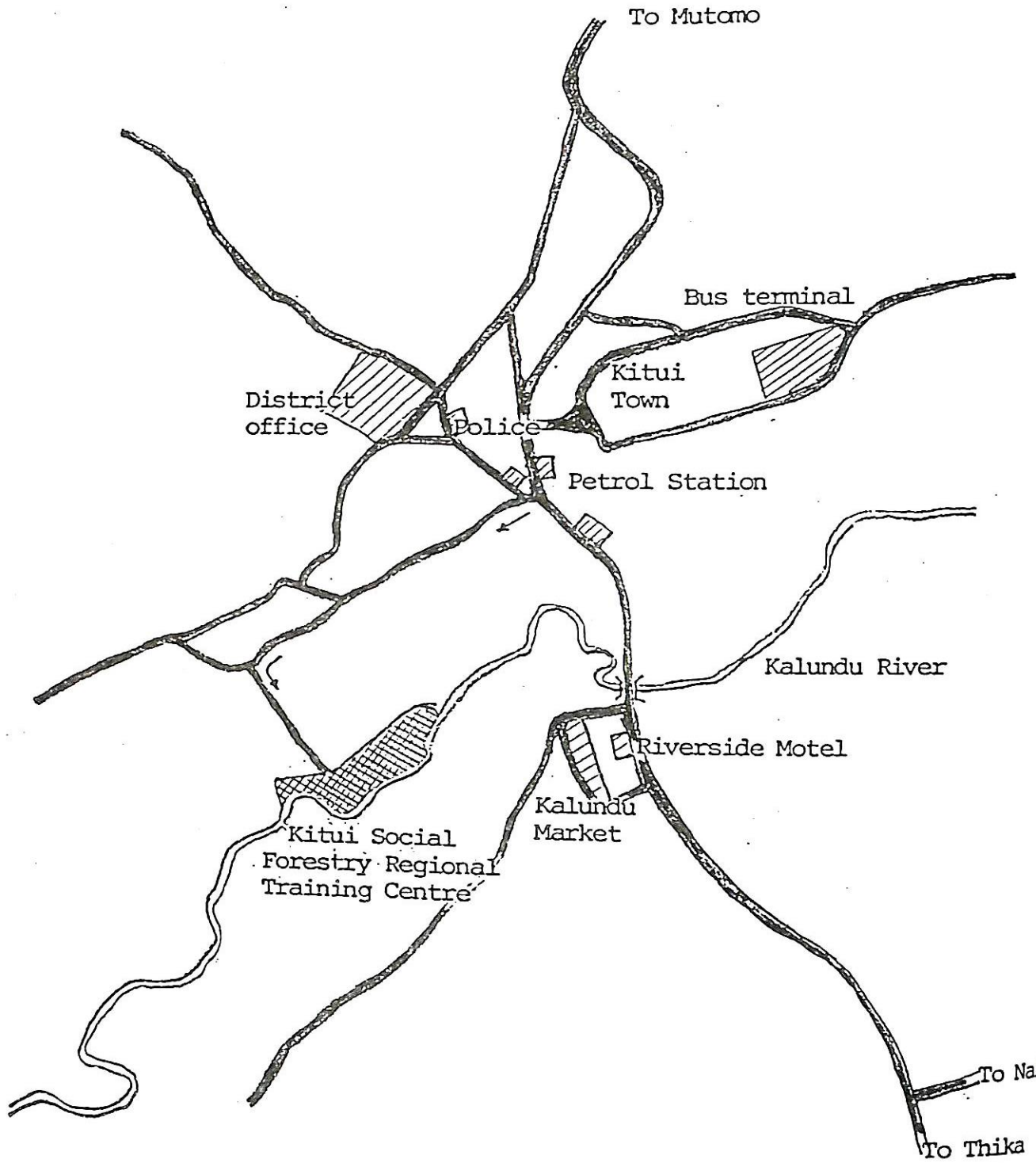
KITUI REGIONAL TRAINING CENTRE PROGRAMME
Farmers' Course, Monday 13 - Friday 24 July 1992

Date	8:00	9:00-9:15	10:15	10:45	11:45-12:00	13:00	14:00	15:00	15:30	16:00	17:00
19/Jul/92 (Sun)	Free time										
20/Jul/92 (Mon)	Grazing land management <i>Mr. Maleve (Div. LEQ, Central)</i>	Continued	Tea	Soil conservation	Continued	Lunch	Lunch	(Field trip to soil conservation site)	Continued		
21/Jul/92 (Tue)	Energy for rural life (Introduction to alternative energy source) <i>Mr. Lusaka (KENGO, Kitui)</i>	Continued	Tea	Break	Continued	Lunch	Lunch	Field trip to small scale nursery and model farmers in Kwavonza <i>Mr. Ong'weya (SFTF)</i>	Continued		
22/Jul/92 (Wed)	Recommendable fruit trees <i>Mr. Wambugu (Div. AEQ, Central)</i>	Continued	Tea	Bee keeping	Continued	Lunch	Lunch	(Field trip to honey production site)	Continued		
23/Jul/92 (Thu)	Grafting and budding techniques <i>Mr. Wambugu</i>	Continued (Practice)	Tea	Agroforestry	Continued	Lunch	Lunch	Organic farming (Practice and field trip to Kiui Agroforestry Centre)	Agroforestry		
24/Jul/92 (Fri)	Organic farming (Practice) <i>Mr. Lusaka</i>	Group discussion	Break	Agroforestry	Continued	Closing and lunch	Departure				

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 wives 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, 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 are submitted.
7. Trainees are requested to arrive and to be registered at the Training Centre before the first programme of the first day starts.

KITUI SOCIAL FORESTRY REGIONAL
TRAINING CENTRE



Annex 7

*Letters For
Nominators And Trainees
Outside The Target Areas*





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

Ref: KSFPP/TR/2/VOL.IV/5

Date: 1 August 1992

(nominator outside the target areas)

Mr. Job M. Litole,
Agricultural Co-ordinator, E. L. C. K.,
Pokot Development Programme
P.O. 13
Weiwei.

Dear Sir,

RE: TRAINING COURSE FOR FIELD TECHNICAL ASSISTANTS

Kenya/Japan: Social Forestry Training Project will provide a training course for Field Technical Assistants (Extension workers) from 14th to 25th September, 1992 at Kitui Social Forestry Regional Training Centre, and One (1) persons will be invited from your Programme.

I should appreciate it if you would nominate a trainee, give them the attached invitation letters and send back the nomination form duly filled out to Kitui Social Forestry Regional Training Centre, P.O.Box 892, Kitui, by 4th September, 1992.

I should also appreciate it if your Programme could meet the cost for the transport expenses and the travelling allowance for the participant.

Nomination form and necessary information sheets are attached herewith.

Looking forward to hearing from you in good time.

Yours faithfully.

Joshua. K. Cheboiwo
FOR CHAIRMAN TRAINING SUB-COMMITTEE



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

Ref: KSFP/TR/2/VOL.IV/6

Date: 1st August, 1992

(for trainees nominated by some organization outside
the target areas)

Mr/Mrs/Miss.....
.....
.....

Dear Sir/Madam,

RE: TRAINING COURSE FOR FIELD TECHNICAL ASSISTANTS STAFF
14TH - 25TH SEPTEMBER, 1992

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.

Please note that the cost for the transport expenses for both ways and travelling allowance will not be paid by the Project to you. We requested that the organization which nominated you should pay the cost.

We look forward to your participation in the training.

Yours faithfully,

Joshua K. Cheboiwo
FOR CHAIRMAN OF TRAINING SUB-COMMITTEE



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

Ref: KSEFP/TR/2/VOL..IV/7

Date s.t...August,....1992

(for individual trainees outside the target areas)

Mr/Mrs/Miss.....
.....
.....

Dear Sir/Madam,

RE: TRAINING COURSE FOR FIELD TECHNICAL ASSISTANTS STAFF
14TH - 25TH SEPTEMBER, 1992

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.

Please note that the cost for the transport expenses for both ways and travelling allowance will not be paid by the Project to you as an individual participant.

We look forward to your participation in the training.

Yours faithfully,

Joshua K. Cheboiwo
FOR CHAIRMAN OF TRAINING SUB-COMMITTEE

GENERAL INFORMATION OF TRAINING

(for trainees outside the target areas)

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 wives 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, 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. Trainees are requested to arrive and to be registered at the Training Centre before the first programme of the first day starts.

GENERAL INFORMATION OF TRAINING

(for Tiva casual)

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 wives 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, 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 will be paid to trainees during the training course according to our standard, if the receipts of buses or matatus are submitted.
7. Trainees are requested to arrive and to be registered at the Training Centre before the first programme of the first day starts.

Annex 8

Invitation Letter

For

Lecturers and Others





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

Ref: KSFP/TR/2/VOL.V/8

Date: November 4, 1992

(Invitation letter for lecturer)

Mr. J. K. Mungai
Centre Manager
Kitui Agroforestry Centre
P.O. Box 737
KITUI.

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 23rd November to Thursday 3rd December, 1992 at Kitui Social Forestry Regional Training Centre.

We would appreciate it if you could give lectures in the course at our Centre and conduct a tour of Kitui Agroforestry Centre for practice and demonstration with the group as scheduled in the timetable enclosed. In case of any inconvenience to assist at this particular time, it would be also appreciated if you could inform us of your absence in advance.

With kind regards.

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

Encl.



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

Ref: KSPF/TR/2/VOL.V/9

Date: November 4, 1992

(Invitation letter for lecturer)

Mr. Joseph M. Njigoya
Assistant DFO
P.O. Box 106
KITUI.

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 23rd November to Thursday 3rd December, 1992 at Kitui Social Forestry Regional Training Centre.

We would appreciate it if you could give lectures in the course at our Centre as scheduled in the timetable enclosed. In case of any inconvenience to assist at this particular time, it would be also appreciated if you could inform us of your absence in advance.

With kind regards.

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

Encl.



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

Ref: KSFP/TR/2/VOL.V/10

Date: November 4, 1992

(Invitation letter for lecturer)

Mr. Ong'weya
Forester
Social Forestry Training Centre
P.O. Box 892
KITUI.

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 23rd November to Thursday 3rd December, 1992 at Kitui Social Forestry Regional Training Centre.

We would appreciate it if you could conduct a field trip to school nurseries and model farmers in Kwavonza as scheduled in the timetable enclosed. In case of any inconvenience to assist at this particular time, it would be also appreciated if you could inform us of your absence in advance.

With kind regards.

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

c.c Mr. A. Sakai, Team Leader,
Mr. Jesse Lugadiru, Pilot Forest Manager,
Mr. Konji Yamauchi, Extension expert.

Encl.



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

Ref: KSF/2/VOL.V/11

Date: November 4, 1992

(Invitation letter for lecturer)

Mr. Wambugu
Divisional Agricultural Extension Officer, Kwavonza

KITUI.

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 23rd November to Thursday 3rd December, 1992 at Kitui Social Forestry Regional Training Centre.

We would appreciate it if you could give lectures in the course at our Centre and practice at our Centre as scheduled in the timetable enclosed. In case of any inconvenience to assist at this particular time, it would be also appreciated if you could inform us of your absence in advance.

With kind regards.

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

Encl.



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

Ref: KSF/TR/2/VOL.V/12

Date: November...4...1992

(Invitation letter for guest of honour for the opening ceremony)

The District Commissioner
P.O. Box 1
KITUI.

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan Social Forestry Training Project will provide a training course for teachers from Monday 23rd November to Thursday 4th December, 1992 at Kitui Social Forestry Regional Training Centre.

The main objectives of the course is to create awareness on the need for tree planting and related activities among teachers and to enable them to play a role to motivate the community to plant trees.

We should appreciate it if you would kindly accept to officially open the course on Tuesday 24th November, 1992 at 12:00 p.m.

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

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

Encl.



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

Ref: KSNP/TR/2/VOL.V/13

Date: November 4 1992

(Request letter for the organisation for a study tour)

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

Dear Sir,

RE: TRAINING COURSE FOR TEACHERS

Kenya/Japan: Social Forestry Training Project will provide a training course for Teachers from Monday 23rd November to Friday 4th December, 1992 at Kitui Social Forestry Regional Training Centre.

Since we are planning to visit your station at 1000 hours on Saturday 28th November 1992, we would appreciate it if you could make arrangements to show our trainees your station and the activities.

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

With kind regards,

Yours faithfully,

Joshua K. Cheboiwo.
for Chairman Training Sub-committee

Encl.

Annex 9

List

Of

Distribution Materials



(For Farmers' Course)

List of Distribution Materials

- 1 one textbook (Social Forestry Techniques Part One) each of English version and Kiswahili version
- 2 following handout one each
 - What is expected of leading farmers to promote tree planting
 - Bee keeping
 - Grazing land management
 - Energy for rural life (an introduction to alternative energy sources and use of improved stoves)
 - Organic farming
 - Seed collection (Table of flowering time and time of seed maturity for main species)
 - Tree name check list
- 3 course programme
- 4 guide for training participants with map of Kitui Centre
- 5 exercise notebook
- 6 ball-point pen
- 7 one each of the two kinds of the project stickers
- 8 project brochure

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

(for F.T.A.S. Course)

List of Distribution Materials

- 1 one textbook (Social Forestry Techniques Part One) each of English version and Kiswahili version
- 2 following handout one each
 - The role of extension staff in social forestry development
 - Methods of extension
 - Field survey by field extension workers
 - Experience in extension services carried out through pilot forest scheme by social forestry training project
 - Communication techniques in extension work
 - Present situation of forestry extension work in Kitui district
 - Organic farming
 - Management of field operations with annual work plan
 - Seed collection (Table of flowering time and time of seed maturity for main species)
 - Tree name check list
 - Planting and tending techniques
- 3 course programme
- 4 guide for training participants with map of Kitui Centre
- 5 exercise notebook
- 6 ball-point pen
- 7 one each of the two kinds of the project stickers
- 8 project brochure

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

(for Teachers' Course)

List of Distribution Materials

- 1 one textbook (Social Forestry Techniques Part One) each of English version and Kiswahili version
- 2 following handout one each
 - School approach programme
 - Planting and tending techniques
 - Communication techniques
 - Bee keeping
 - Grazing land management
 - Energy for rural life (an introduction to alternative energy sources and use of improved stoves)
 - Organic farming
 - Seed collection (Table of flowering time and time of seed maturity for main species)
 - Tree name check list
- 3 course programme
- 4 guide for training participants with map of Kitui Centre
- 5 exercise notebook
- 6 ball-point pen
- 7 one each of the two kinds of the project stickers
- 8 project brochure

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



Annex 10

Guide

For

Training Participants



GUIDE FOR TRAINING PARTICIPANTS

Kitui Social Forestry Regional Training Centre

From 1 August 1990

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

Time	Item
07:00 - 08:00 hrs	Breakfast
08:00 - 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

N.B. The gate will be closed at 20:00 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 meals in the Dining.
3. Information and messages for participants will be 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 is available at the janitor's 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. Public telephone is at the entrance of this Centre. In case of emergency, please contact to the training officers.

Annex 11

Lecturer Evaluation Sheet



LECTURER EVALUATION SHEET

Ref: _____

Course : _____ Recorder : _____

Date : _____ Allocated timing : _____

Subject : _____ (1 lecture 2 practice 3 field tour 4 _____)

Resource person : _____ (organization) _____ (position)

Number of trainees : _____ Remark : _____

Time Allocation

--	--	--	--	--

1. Presentation

a) Style

- Time allocation
- Logical sequence
- Technical level
- Attention drawing
- Exemplification
- Answer to questions

b) Personal attribute

- Disposition
- Language
- Voice

c) Others

(Overlapping with contents of other lectures,
Relevance to social forestry, etc.)

2. Use of Materials

- Textbook
- Handouts
- OHP
- Slide
- Specimen
- Flipchart
- Blackboard
- Others()

3. Trainees' Impression4. General Comment



Annex 12

Sheet For Course Evaluation

By

Trainees



EVALUATION SHEETS

Course title Farmers' Course
Duration
Name:
Division
Location

This evaluation sheet is designed to seek participants' opinions on the course. All comments are welcomed as this is the only way by which necessary changes can be made to improve the course organization, coordination and structure for a better future.

Please X where appropriate.

A. PRE - COURSE ARRANGEMENTS

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

Yes No

B. COURSE STRUCTURE

1. The course duration was:-
Too long Adequate Too short

If replied "too long", "Too short", suggest adequate duration

.....
.....

2. The sequence of subjects/activities during the course was:-
Well arranged Moderate Poorly arranged

Suggested improvement
.....
.....

3. By marking X, indicate how the following methods enhanced your understanding of the subjects covered.

	Good	Moderate	Poor
3:1 Printed matter			
3:2 Audio-visual aids			
3:3 Group Discussion			
3:4 Consultations with lectures			

Suggested improvement.....

C. LECTURE

1. "Role of Farmers to Promote Tree Planting"

1.1 The content was:-

Too difficult

Adequate

Too easy

1.2 Lectures' presentation was:-

Good

Moderate

Poor

1.3 On this subject, you acquired:-

A lot of knowledge

Some new knowledge

Little new knowledge

2. "Useful Tree Species for Social Forestry"

2.1 The content was:-

Too difficult

Adequate

Too easy

2.2 Lectures' presentation was:-

Good

Moderate

Poor

2.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

3. "Establishment of Small Scale Nursery"

3.1 The content was:-

Too difficult

Adequate

Too easy

3.2 Lectures' presentation was:-

Good

Moderate

Poor

3.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

4. "Seed Collection and handling"

4.1 The content was:-

Too difficult

Adequate

Too easy

4.2 Lectures' presentation was:-

Good

Moderate

Poor

4.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

8. "Nursery record and record keeping"

8.1 The content was:-

Too difficult

Adequate

Too easy

8.2 Lectures' presentation was:-

Good

Moderate

Poor

8.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

9. "Nursery protection (pest and disease)"

9.1 The content was:-

Too difficult

Adequate

Too easy

9.2 Lectures' presentation was:-

Good

Moderate

Poor

9.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

10. "Planting and tending techniques" (including field trip to Pilot Forest site)

10.1 The content was:-

Too difficult

Adequate

Too easy

10.2 Lectures' presentation was:-

Good

Moderate

Poor

10.3 On this subject, you acquired:-

A lot of knowledge Some new knowledge Little new knowledge

11. "Protection from termites and animals"

11.1 The content was:-
Too difficult

Adequate

Too easy

11.2 Lectures' presentation was:-
Good

Moderate

Poor

11.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

12. "Grazing Land Management"

12.1 The content was:-
Too difficult

Adequate

Too easy

12.2 Lectures' presentation was:-
Good

Moderate

Poor

12.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

13. "Soil conservation" (including field trip)

13.1 The content was:-
Too difficult

Adequate

Too easy

13.2 Lectures' presentation was:-
Good

Moderate

Poor

13.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

14. "Energy for Rural Life Alternative Energy Source"
(including field trip and practice)

14.1 The content was:-

Too difficult	Adequate	Too easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14.2 Lectures' presentation was:-

Good	Moderate	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14.3 On this subject, you acquired:-

A lot of knowledge	Some new knowledge	Little new knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. "Field Trip to Small Scale Nursery and Model Farmers"

15.1 The content was:-

Too difficult	Adequate	Too easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.2 Lectures' presentation was:-

Good	Moderate	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.3 On this subject, you acquired:-

A lot of knowledge	Some new knowledge	Little new knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. "Recommendable fruit trees"

16.1 The content was:-

Too difficult	Adequate	Too easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16.2 Lectures' presentation was:-

Good	Moderate	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16.3 On this subject, you acquired:-

A lot of knowledge	Some new knowledge	Little new knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. "Bee Keeping" (including field trip)

17.1 The content was:-
Too difficult

Adequate

Too easy

17.2 Lectures' presentation was:-
Good

Moderate

Poor

17.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

18. "Grafting and budding techniques" (including practice)

18.1 The content was:-
Too difficult

Adequate

Too easy

18.2 Lectures' presentation was:-
Good

Moderate

Poor

18.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

19. "Agroforestry" (including field trip)

19.1 The content was:-
Too difficult

Adequate

Too easy

19.2 Lectures' presentation was:-
Good

Moderate

Poor

19.3 On this subject, you acquired:-
A lot of knowledge Some new knowledge Little new knowledge

20. "Organic Farming" (including practice)

20.1 The content was:-

Too difficult

Adequate

Too easy

20.2 Lectures' presentation was:-

Good

Moderate

Poor

20.3 On this subject, you acquired:-

A lot of knowledge

Some new knowledge

Little new knowledge

21. "Field Tour on Saturday"

21.1 The management was:-

Good

Moderate

Poor

21.2 On this tour, you acquired:-

A lot of knowledge

Some new knowledge

Little new knowledge

22. Other subjects you want to learn

.....

.....

.....

.....

EVALUATION SHEETS for F.T.A.S. Course 14th - 25th September, 1992

Name:

This evaluation sheet is designed to seek participants' opinions on the course. All comments are welcome to improve the course organization, coordination and structure for a better future.

A. PRE - COURSE ARRANGEMENTS

1. If you had any problem of coordination for receiving invitation to this course, please write it down.

2. If you had any problem reaching Kitui Training Centre, please write it down.

B. COURSE STRUCTURE

1. Was the course programme (duration, sequence of subjects and activities) suitable for you? If you have seen some inconvenience or recommendable improvement, please write it down.

2. Which other related subjects to Social Forestry, do you want to learn? (If any)

3. Please write down, if you have any comment or suggestion about the following materials presented during the course.

- 1. Text Book(s)
- 2. Handouts
- 3. OHP Sheets
- 4. Slides
- 5. Films
- 6. Others

C. LECTURES

1. "Present Situation of Forestry Extension Work"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

2. "Role of Extension Staff in Social Forestry Development"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

3. "Useful Tree Species for Social Forestry"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

4. "Seed Collection and Handling"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge acquired, demonstrations shown, etc.)? And also please write down if you have some recommendation.

5. "Seed Pre-treatment"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge acquired, demonstrations shown, etc.)? And also please write down if you have some recommendation.

6. "Establishment of Small Scale Nursery"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

7. "Nursery Management"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

8. "Nursery Techniques" (including practice)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

9. "Nursery Protection (pest and disease)"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

10. "Nursery Record and Record Keeping"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

11. "Planting and Tending Techniques" (including field trip)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

12. "Protection from Termites and Animals"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

13. "Field Survey Methods for Extension Work"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

14. "Soil Conservation" (including field trip)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

15. "Recommendable Fruit Trees"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

16. "Method of Extension"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

17. "Management of Field Operation with Annual Plan"
(including practice)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

18. "Grafting and budding techniques" (including practice)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations in practice time, etc.)? And also please write down if you have some recommendation.

19. "Agroforestry" (including field trip)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

20. "Organic Farming"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, etc.)? And also please write down if you have some recommendation.

21. "Communication Techniques"

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

22. "Experience in Extension Services through Pilot Forest Scheme" (including field trip to Small Scale Nursery and Model Farmers)

How did you feel about this lecture (in terms of time allocated, content involved, lecture performed, method used, level of techniques presented, new knowledge shown, demonstrations on field, etc.)? And also please write down if you have some recommendation.

23. "Group Discussion"

How did you feel about this discussion (in terms of time allocated, selection of topics, method used, coordination of staff, progress of discussion, quality of conclusion reached, etc.)? And please write down if you have some recommendation.

24. "Field Tour on Saturday"

How did you feel about this field tour (in terms of appropriateness of sights visited, quality of examples, explanation and consultation of guide staff, level of techniques presented, new knowledge acquired, coordination during the tour, etc.)? And please write down if you have some recommendation.

D. INFRASTRUCTURE AND FACILITIES

Did you feel any inconvenience on the following arrangements?
Please write down the problems and suggest improvements.

1. Classroom arrangement
2. Transport during the course
3. General inter-personal contacts
4. Hygienic supplies (toilet papers etc.)
5. Dormitory/accommodation
6. Laundry service
7. Dining hall arrangements
8. Meals in dining hall
9. Arrangements for use of free time
10. Others

E. OTHERS

Please write down, if you have other impressions, comments and suggestions about this training course;

Annex 13

Pre-Survey Form



Pre-survey Form for 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) Burned Brick (c) Unburned 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) over 21

(2) Grazing land: (a) 0 acre (b) 1-3 (c) 4-10

(d) 11-20 (e) over 21

3. How many head of animals do you have?

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

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

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

4. Are you or is your wife a member of any women's group?

(a) Yes (b) No

5. Have you ever planted trees except fruits?

- (a) Yes (b) No

(If replied "Yes")

(1) When did you plant your trees first?

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

(2) So far how many trees have you planted?

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

(3) So far how many trees are surviving ?

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

(4) How many seedlings did you plant within last one year ?

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

(5) For what purpose have you planted these trees?

- (a) Ornamental (b) Shade (c) Firewood
(d) Charcoal Making (e) Fodder (f) Fertilizer
(g) Pole/Timber for Construction (h) The other purposes

6. Are you raising any seedlings in a nursery ?

- (a) Yes (b) No

(If replied "yes")

(1) Whose nursery is it?

(a) Private nursery/individual

(b) Group nursery

(c) Others(Specify): _____

(2) How many seedlings do you have in such a nursery ?

(a) Private Nursery/Individual _____

(b) Group Nursery _____

(c) Others _____

7. From whom have you got the techniques on tree planting so far except now training in Kitui Centre ?

(1) Seed collection

- (a) From your family or yourself
- (b) from a group
- (c) From the Forest Department (officers, workers)
- (d) From other ministries (Agriculture, etc)
- (e) Any other source
- (f) I have not know them so far

(2) Nursery works

- (a) From your family or yourself
- (b) from a group
- (c) From the Forest Department (officers, workers)
- (d) From other ministries (Agriculture, etc)
- (e) Any other source
- (f) I have not know them so far

(3) Choice of the appropriate species

- (a) From your family or yourself
- (b) from a group
- (c) From the Forest Department (officers, workers)
- (d) From other ministries (Agriculture, etc)
- (e) Any other source
- (f) I have not know them so far

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) We are too busy with other works.
- (g) Luck of cooperation among the members.
- (h) Others(Specify): _____

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

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

PRE-SURVEY FORM FOR FIELD TECHNICAL ASSISTANT 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

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. 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: _____

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

- (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

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

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 expectation for enhancing tree planting activities in the future?

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



Annex 14

Video Library



V I D E O L I B R A R Y

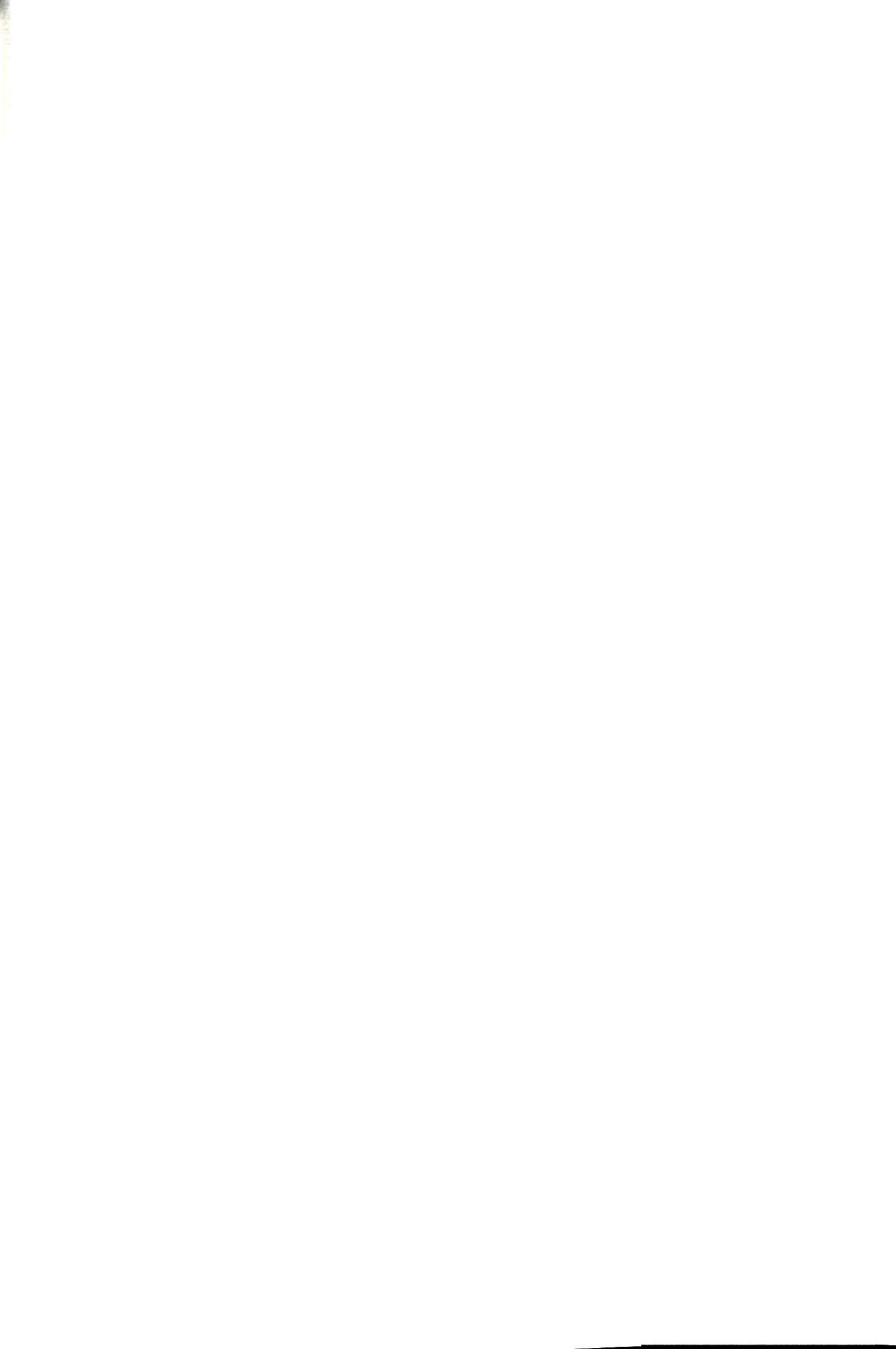
CASSETTE NUMBER.	TITLE
MA-1	A farmers co-operative & family Agricultural Technology
MA-2	Profile of a Nation - Agricultural cooperation and farm life.
MA-3	A Green Earth or a Dry Desert Tress for tomorrow
MA-4	Desert Agriculture
MA-5	The fate of the Forests and the Natural world
MA-6	Preserving the Global environment
MA-7	Hand in hand with the Kenyan people
MA-8	Greening the environment
MA-9	UVERITO - A forest in the savannah (Africa: Forest or Desert)
MA-10	Profile of a Nation - Erosion control
MB-1	Training 1 - Termite
MB-2	Education from Primary to High school in Japan - An elementary school Teacher - school days in Japan
MC-1	Urtna
MC-2	Nelson Mandela
MC-3	Who is Julia
MC-4	Rambo III
MC-5	Towering inferno
MC-6	E.T. (NTSC 358)
MC-7	First Blood
MC-8	Barcelona olympics opening (July 92)
MC-9	Sweden Vs Germany and Denmark Vs Netherlands (European football- semi-finals).

N.B MA - For lecture
 MB - Documentaries
 MC - For entertainment



Annex 15

To Our Dear Trainee



To Our Dear Trainee

(for farmers' course)

Thank you very much for having attended this course at our training centre. We hope that you have gathered a lot of knowledge and techniques about social forestry activities.

It is our wish that all the skills you have gained from here will actually be put into practice by starting or improving your private or group nursery and planting activity, etc, when you go back to your homes.

In this connection we have found it very necessary to provide you with a few materials for an easier start, then invoke more practice using them and thereafter, shift your nursery status towards a more self-reliant management; collecting your own seeds locally, using plastic tins or milk tetrapacks as pots.

The few materials given include the followings;

1. Each farmer - 50 polythene tubes of 4in c 7in
2. 25 seeds of the various species as shown here under:
 - i. Cassia siamea -Ikingeka
 - ii. Grevillea robusta - Mkima
 - iii. Acacia polyacantha - Musewa
 - iv. Parkinsonia aculeata - Musoka

We suppose to make two follow up surveys which have different purposes after this course. The first follow up survey will be done after about three months visiting you in the field to ask how you raised seedlings using the above materials in your nursery. The second follow up survey will be carried out to evaluate effects of the training course after one rainy season or more.

In conclusion therefore please when we come to follow up, we expect to see good work done and maximum cooperation for your own success and that of the Kenya/Japan Social Forestry Training Project.

Thank you again for having been with us and have a conductive atmosphere to do a good job.



Annex 16

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 17

Main Survey Form



Main Survey Form for Farmers' Course

Date: _____

Interviewer: _____

Interviewee: _____

District: _____

Division: _____

Location: _____

Mailing Address: _____

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

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

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

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

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

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

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

4. Are you raising any seedlings in a nursery ?

(a) Yes (b) No

(If replied "yes")

(1) Whose nursery is it?

(a) Private nursery/individual

(b) Group nursery

(c) Others(Specify): _____

(2) How many seedlings do you have in such a nursery ?

(a) Private Nursery/Individual _____

(b) Group Nursery _____

(c) Others _____

If interviewer can see the nurseries, evaluate the techniques used including comparison of the techniques before and after participation in the training course at Kitui Centre.

5. How many trees are surviving at these places and Evaluation of techniques by interviewer.

Place planted trees	Number of surviving trees for each species	Evaluation of Techniques
Compound		
Boundary of Compound		

Shamba		
Boundary of shamba		
Grazing land		
The other place (specify)		

7. Have you carried out new techniques which learnt in the training course at K.T.C.?

(a) yes (b) No

(If replied "Yes")

(1) Which kinds of techniques have you carried out ?

(2) Comment by interviewer for above trial:

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

(a) Yes (b) No

(If replied "yes")

(1) To whom have you taught the techniques?

(a) To family (b) To Neighbours

(c) To members of groups (d) To other persons

9. Evaluation by interviewer

(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) Area where needs advanced techniques beyond training.

(c) difficult because of severe environment, even if farmers have every knowledge and techniques for tree planting.

(2) Conscious of the trainee for tree planting

(a) High motivation and success tree planting

(b) High motivation but tree planting activities are not carried out continuously. (for example, exercised 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) _____

(3) Items which the interviewer suggested to improve techniques of trainee.

(4) Points that were obtained to improve the training course in this interview.

MAIN SURVEY FORM FOR FIELD TECHNICAL ASSISTANT COURSE

Date: _____

Interviewer: _____

Interviewee: _____

District: _____

Division: _____

Location: _____

Mailing Address: _____

Date of the Training at K.T.C. _____

Education level: (a) S1-S4 (b) S5-S6 (c) S7-S8
 (d) F1-F2 (e) F3-F4

I. Data of farmers and forestry in your area.

1. What percentage 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 on the average been planted by one farmer in your area ?

- (a) less than 50 trees (b) 50-99 trees (c) 100-499 trees
(d) 500 trees or more (c) can't estimate.

3. Can you estimate number of groups, schools or any other bodies that have established 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 (DFO)

(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. Incase 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. Incase 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. Please describe technical comments on the textbook and/or handout, which the Project gave you, in detail and concretely to improve and revise them. (appropriate techniques and knowledge which should be included in them and/or useless techniques and knowledge for your field in them which should be removed.)

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 within last one year?

(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 ?

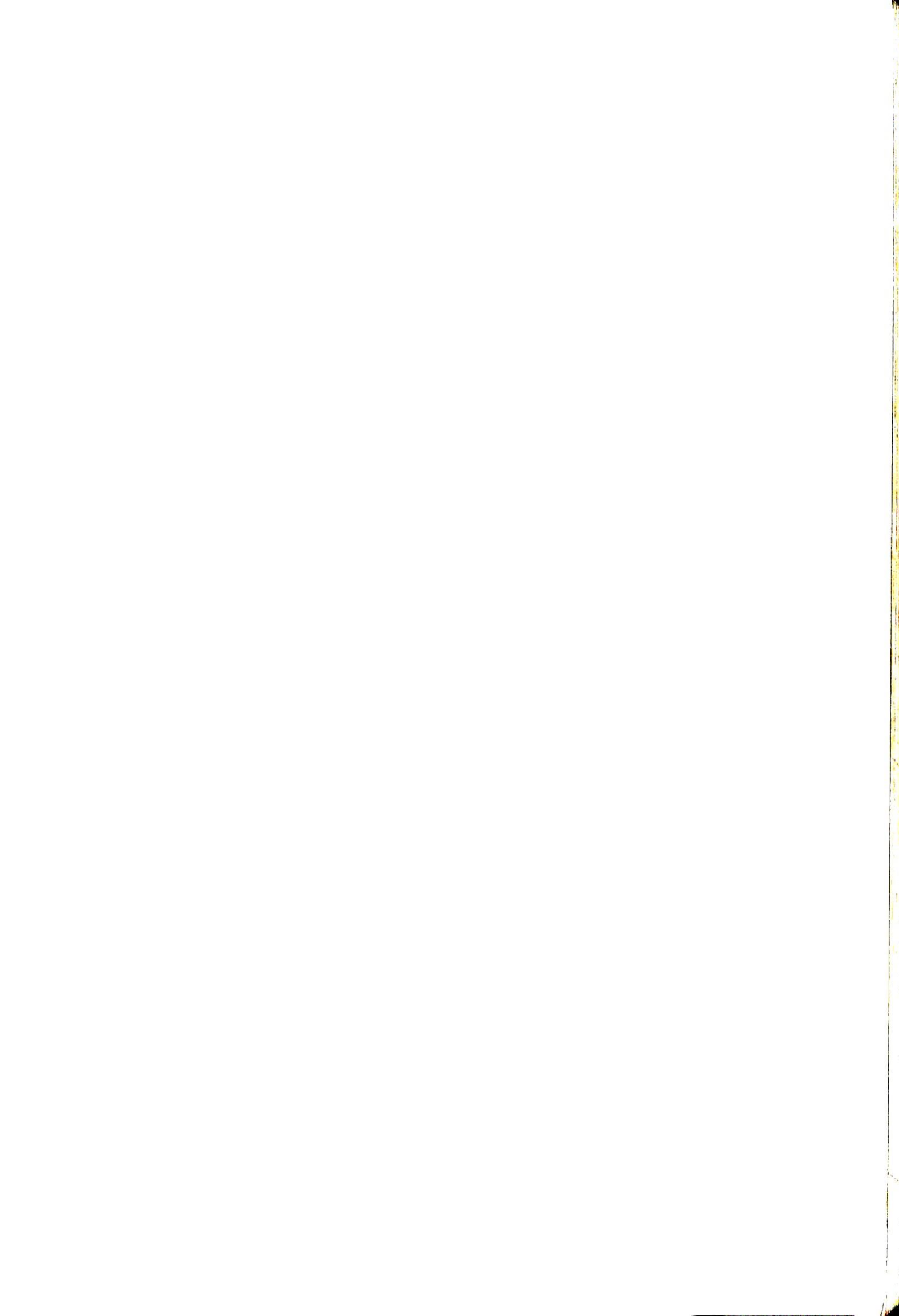
3. Please describe technical comments on the textbook and/or handout, which the Project gave you, in detail and concretely to improve and revise them. (appropriate techniques and knowledge which should be included in them and/or useless techniques and knowledge for your field in them which should be removed.)

Annex 18

List

Of

Filing Materials



Farmers' Course

- 1 Handouts
 - (1) What is expected of leading farmers to promote tree planting
 - (2) Bee keeping (Kiswahili version)
 - (3) Grazing land management (Kiswahili version)
 - (4) Energy for rural life (an introduction to alternative energy sources and use of improved stoves)
 - (5) Organic farming
 - (6) Seed collection (Table of flowering time and time of seed maturity for main species)
 - (7) Tree name check list
- 2 Trainees registration form
- 3 Guide for training participants (Kiswahili version)
- 4 Map of Kitui Centre
- 5 Map of Kitui Town
- 6 General information (Kiswahili version)
- 7 List of distribution materials (Kiswahili version)
- 8 Travelling expenses claiming sheet (Kiswahili version)
- 9 To our dear trainee (Kiswahili version)
- 10 Sheet for course evaluation by trainee (both of English and Kiswahili version)
- 11 Pre-survey form (both of English and Kiswahili version)
- 12 Main survey form

F. T. A. S. Course

- 1 Handouts
 - (1) The role of extension staff in social forestry development
 - (2) Methods of extension
 - (3) Field survey by field extension workers
 - (4) Experience in extension services carried out through pilot forest scheme by social forestry training project
 - (5) Communication techniques in extension work
 - (6) Present situation of forestry extension work in Kitui district
 - (7) Organic farming
 - (8) Management of field operations with annual work plan
 - (9) Seed collection (Table of flowering time and time of seed maturity for main species)
 - (10) Tree name check list
 - (11) Planting and tending in ASAL
- 2 Trainees registration form
- 3 Guide for training participants
- 4 Map of Kitui Centre
- 5 Map of Kitui Town
- 6 General information
- 7 List of distribution materials
- 8 Travelling expenses claiming sheet
- 9 Sheet for course evaluation by trainee
- 10 Pre-survey form
- 11 Main survey form

Teachers' Course

- 1 Handouts
 - (1) The role of schools in rural tree planting
 - (2) School approach programme
 - (3) Planting and tending techniques
 - (4) Communication techniques
 - (5) Bee keeping
 - (6) Grazing land management
 - (7) Energy for rural life (an introduction to alternative energy sources and use of improved stoves)
 - (8) Organic farming
 - (9) Seed collection (Table of flowering time and time of seed maturity for main species)
 - (10) Tree name check list
- 2 Trainees registration form
- 3 Guide for training participants
- 4 Map of Kitui Centre
- 5 Map of Kitui Town
- 6 General information
- 7 List of distribution materials
- 8 Travelling expenses claiming sheet
- 9 To our dear trainee with seed label
- 10 Sheet for course evaluation by trainee
- 11 Pre-survey form
- 12 Main survey form



This training operation manual was

written and edited by

Mr. K. Kato

in cooperation with

all training staff of

Kenya/Japan Social Forestry Training Project

