



Bioversity International/UNEP-GEF Project
*«In situ/On farm conservation and use of agrobiodiversity
(horticultural crops and wild fruit species)
in Central Asia»*

Regional Workshop
on Reviewing the Capacity Building Component

23-25 March 2009
Tashkent, Uzbekistan

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Day 1, Monday 23 March, 2009

Opening session

M.K. Turdieva, Regional Project Coordinator, welcomed the participants and opened the workshop, noting that this workshop is the first in the whole cycle of the project activities, related to the training component for 2009. She also presented the objectives of the workshop and emphasized that it is dedicated to discussion of the work performed on training within the project in 2006-2008 and to development of the training plans at regional and national levels for 2009-2010.

Per Rudebjer, Scientist from the Education and Capacity Development Department of the Bioversity International, welcomed the participants on behalf of the Bioversity International Headquarters, emphasized the importance of this project for the Institute and noted that conservation of biological diversity is a very crucial aspect for implementation of the global and national programs on the environment conservation issues and food security. He also drew attention of the participants to the need of capacity building of national partners for more effective program implementation and that considered project component is meant to facilitate knowledge and experience sharing. He emphasized, that Bioversity International Headquarters shows great interest in how this component is developing in Central Asia. He highlighted that in the first three years of the project implementation the infrastructure for successful trainings had been already built, and this infrastructure will be actively used during the next two years for conducting trainings for different target groups. Within the project frame it was identified that there are four target groups, for which it is required to organize trainings: a) policy makers at national and local levels; b) researchers and instructors; c) farmers and local communities; and d) forestry enterprises and protected areas staff. He also informed the participants that the Regional Consultant on Training was recruited to review capacity building component implementation and help in organizing trainings at regional level, and it was decided to organize this workshop with key training partners for discussion the results achieved within the project, identification of existing constrains and ways of their overcome, and also for development of plans in conducting trainings in future. He added that beside this the participants will also have opportunity to study the most interesting tools for organization of trainings, training evaluation and improvement.

S.K. Boboev, Deputy Director General on Science of the Uzbek Research Institute of Genetics and Experimental Plant Biology, welcomed participants on behalf of the Institute, the National Executing Agency of the project in Uzbekistan. In his speech he noted that the Institute is one of the advanced research organizations in the region and participates in the implementation of 14 international projects with the budget of more than 3 million US dollars. Moreover the Institute carries out 30 national programs and coordinates two big projects of Bioversity International in Uzbekistan. One of them is UNEP-GEF Project on "*In situ* conservation of crop wild relatives through enhanced information management and field application", which is successfully terminating in 2009. the second one is a project on "*In situ*/On farm conservation and use of agrobiodiversity (horticultural crops and wild fruit species) in Central Asia" also supported by UEP-GEF. During its implementation a great number of valuable local varieties of fruit crops were revealed, which is needed to be conserved and multiplied. In this activity training and capacity building are very important aspect. Furthermore, he noted that at the Uzbek Research Institute of Genetics and Experimental Plant Biology with support of the project the Regional Training Center on

Molecular Markers was established and the Institute achieved the very high levels in the field of genetic engineering. In particular, scientists of the institute received a transgenic form of cotton and the Government of Uzbekistan provides great support for research programs on transgenic plants development carried out by other research institutes as well. At the end of his statement, S.K. Boboev thanked Regional Office of Bioversity International for assistance in project implementation and wished participants successful and fruitful workshop.

Then M.K. Turdieva, Regional Project Coordinator, presented a workshop objectives that includes: *a) presentation of report on results of work on conducted trainings; b) analysis and suggestions/recommendations on training organization; c) development of training plans at regional and national levels; d) development of training materials; and e) monitoring and evaluation of the trainings.* Program of the workshop is provided as Annex 1 to this report.

Session 1. Project update, with focus on Component “Capacity Building”

After the introduction of the workshop participants (Annex 2) Per Rudebjer gave a brief review of the workshop objectives highlighting four project components focused on addressing of the agrobiodiversity conservation problems: 1) provide recommendations to policy makers for strengthening legal and policy frameworks; 2) asses, document and manage local varieties of horticultural crops and wild fruit species; 3) promote broad stakeholders participation in decision making process and establish strong partnership among them; and 4) strengthen the capacity to implement all aspects of fruit species genetic diversity at local, national and regional levels.

He especially highlighted the importance of the fourth component in ensuring the successful results of the other three project components. He also covered in detail the issues, proposed for discussions at the workshop sessions. Presentation of Per Rudebjer is provided as Annex 3 to this report.

Then the participants presented country reports on the work carried out on training in 2006-2008 in their countries. Country reports were prepared according to guidelines on report preparation provided to the participants beforehand. The country representatives covered in their presentations the status and problems in trainings organization, and presented their recommendations for trainings improvement at national and regional levels. Country presentations are provided as Annexes 4, 5, 6, 7 and 8 to this report.

C. Martius, Head of Program Facilitation Unit of the Consultative Group on International Agricultural Research (PFU-CGIAR) and Regional Coordinator, ICARDA-CAC, welcomed all the participants noting that the work implemented by CGIAR in the region was very highly appreciated at the CGIAR Annual Meeting in Mozambique in December 2008. He also emphasized the overwhelming importance of this project for conservation of fruit species in terms of *in-situ* in nature highlighting that the agrobiodiversity conservation is possible only by active work with farmers, and also the importance of plant genetic resources conservation for ensuring the competitiveness of agricultural crops in the world market and food security achievement of the states.

Then M.K. Turdieva presented the achieved project results (Annex 9), and also presented the recommendations of the Project Mid-term review (Annex 10), related to training issues, noting that in general the project implementation in 2006-2008 was assessed positively.

Further K.T. Turgunbaev, Regional Consultant on training presented the report on work carried out on trainings organization in Kazakhstan, Kyrgyzstan, Tajikistan and

Uzbekistan. It was noted in the report that the regional and national training centers were established, certain results in training organization were achieved, and that there are some problems related to the trainings. He also informed the participants about the results of his work, in particular: a) the manual on training organization is prepared; b) training evaluation form is drafted, and c) the training plans for 2009-2010 are corrected. At the end of his report K.T. Turgunbaev presented recommendations on trainings improvement, which include: arranging a training for training consultants on preparation of training materials and trainings organization; consideration of system for honoraria payment for trainers; improvement further communication between regional and national training centers; arranging the regional training courses for farmers; introduction of training on agrobiodiversity conservation into schools and universities' study programs; strengthening of trainings for researchers at Regional training center; and also organizing a training evaluation. Presentation of K.T. Turgunbaev is provided as Annex 11 to this report.

Day 2, Tuesday 24 March, 2009

Per Rudebjer summarized the results of the first day of the workshop and noted positive moments, presented during the presentations: a) creation of a reliable infrastructure for organization of national and regional trainings; b) a big number of trainings organized for farmers; c) creation of video film, which can be used for teaching; d) availability of 28 universities which could be involved into trainings organization and possibility to attract the students. He also dwelt on some problems in trainings organization: a) complication related to gathering farmers in one place due to inaccessibility of some areas and their incompact location; b) there are different types of land using in different countries; c) problems related to training materials development and their distribution.

Session 2. Analysis of knowledge sharing in the project

Further Per Rudebjer presented a plan of work for second day of the workshop and minor changes in the workshop program, which include the following:

- 1) Work in country groups for identification of problems related to the trainings organization, and
- 2) Work in two groups for discussion of problems in knowledge sharing and communication, and also for determination of strengths and gaps in the matter of knowledge sharing and communication at national and regional levels.

Representatives from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan were divided into five groups (one for each country). The results discussions were entered into cards that were posted on flipcharts and presented by representatives from each group. The results were recorded and given in the Table 1.

Table 1. Problems in organization of trainings at national level

Kazakhstan	Kyrgyzstan	Tajikistan	Turkmenistan	Uzbekistan
<ul style="list-style-type: none"> • Preparation of distributing and visual materials for the workshops 	<ul style="list-style-type: none"> • Lack of close communication among farmers and organizers 	<ul style="list-style-type: none"> • Difficulties in farmers gathering due to remoteness of some 	<ul style="list-style-type: none"> • Poor coordination between the workshop dates and the 	<ul style="list-style-type: none"> • Preparation of training materials • Training courses are

Kazakhstan	Kyrgyzstan	Tajikistan	Turkmenistan	Uzbekistan
<p>due to workload of executors at the main job</p> <ul style="list-style-type: none"> • Vast areas of the republic covered by the project (up to 2.000 km) • Unsolved issues with funding preventing workshop and training organization • Difficulties in attracting the specialists on certain matter in connection with material incentives • Lack of scientific research results on storage and processing of fruit production 	<ul style="list-style-type: none"> • Poor coordination between the workshops dates and the dates of field work of farmers • Lack of training materials on national language • Passivity of farmers • Lack of communication tools with farmers (tel., e-mail) 	<p>villages</p> <ul style="list-style-type: none"> • Traditions preventing women's participation in trainings • Low level of knowledge and skills of most of the farmers • Weak interest of the different levels of local authorities in the regions, districts and djamoats • Desire of farmers to get material benefit from participation in the trainings • Poor coordination with other projects • Shortage of training and demonstration materials on certain topic 	<p>dates of field work of farmers</p> <ul style="list-style-type: none"> • Weak local planning, lack of detailed work plan on training • Lack of training and distributing materials (brochures, information leaflets) • Weak information exchange between the countries (centers) of Central Asia 	<p>not conducted in the indicated dates</p> <ul style="list-style-type: none"> • Existence of a language barrier, shortage of training materials for farmers in local language • Lack of collaborative workshops for researchers and farmers

Later the cards were grouped by subjects and nature of problem, such as: 1) participation of farmers in the trainings, 2) interaction with farmers, 3) information sharing between countries, 4) communication with stakeholders, 5) training materials, 6) gender issues and etc. (Table 2)

Table 2. Groups of problems in organizing the training at national level

Group of problem	Problems
Farmers participation in the trainings	<ul style="list-style-type: none"> • Farmers passivity • Desire of farmers to obtain monetary fee for participation in the trainings • Low level of knowledge and skills of most of the farmers

Group of problem	Problems
	<ul style="list-style-type: none"> • Difficulty in bringing farmers together due to remoteness of some villages
Interactions with farmers	<ul style="list-style-type: none"> • Lack of communication tools with farmers (tel., e-mail) • Vast areas of the republic covered by the project (up to 2,000 km) • Lack of close communication between farmers and organizers
Communication with other stakeholders	<ul style="list-style-type: none"> • Low interest from different levels of local authorities in the regions, districts and djamoats • Poor coordination with other projects, implemented at the national level
Information sharing among countries	<ul style="list-style-type: none"> • Weak exchange of information between countries (centers) of Central Asia
Training organization	<ul style="list-style-type: none"> • Lack of detailed training plan • Weak local planning, lack of detailed work plan on training • Unsolved issues with funding preventing workshops and training organizations • Difficulties in attracting the specialists on certain problems in connection with material incentives
Training on fruit storage conditions	<ul style="list-style-type: none"> • Lack of scientific research results on storage and processing of fruit production
Gender issues	<ul style="list-style-type: none"> • Traditions that are preventing women's participation in the trainings
Organizational issues	<ul style="list-style-type: none"> • Poor coordination between of the workshop dates and free of field work period of the farmers • Training courses are not conducted in the indicated dates
Training materials	<ul style="list-style-type: none"> • Shortage of training materials in national language • Existence of a language barrier, shortage of training materials for farmers in local language • Preparation of distributing and visual materials for the workshops in relation with the workload of executers at the main job • Shortage of distributing and demonstrational materials on different subjects • Shortage number of training and distributing materials (brochures, information leaflets) • Preparation of distributing training materials

During discussion process of each group of the problems the ways of their solving were identified, which are as follows:

- For ensuring the farmers participation in the trainings (1) and close interactions with them (2) – to activate the work of Multifunctional and Coordination committees, responsible persons to location (for Turkmenistan), establish more close cooperation with the department of agriculture in Kazakhstan and local authorities in Tajikistan

- In order to ensure information exchange (3) – it is recommended to National project implementation units would establish close contact with the leaders of local authority and at least twice a year to meet with them for project issues discussion. This recommendation is most applicable to Tajikistan
- For strengthening the communication with the stakeholders (4) – in near future to launch the project webpage, and also to develop a mail-list for information exchange
- For training materials development and effective training organization (5) – to develop detailed training plan at the national level and estimate expenditures for each planned training
- For more active women involvement in the training process (6) – to arrange separate trainings for women, where instructor are also women. This recommendation is most relevant to Tajikistan.

For discussion of knowledge sharing and communication issues at national and regional levels, as well as between different groups of partners, the workshop participants were divided into two groups: 1) issues of communication between researchers and trainers; and 2) issues of communication between regional and national trainings, as well as communication among countries. As a result the participants identified the strengths that work well and the gaps that need to be improved in each considered issue. The results of the group discussions were entered into cards and presented by the representatives from each group.

The first group participants identified that the main strengths in the field of communication between researchers and trainers at national and regional levels are:

- Using of scientific research results in the work of regional centers;
- Widening of scientific communication on various subjects of the project;
- Information exchange between researchers;
- Increasing the access level of knowledge on different subjects at the level of methodical approach, building the logical framework of educational process.

The gaps that are needed to be improved were also identified, which include the following:

- Lack of methodical materials for farmers in popular language;
- Insufficient use of innovative scientific developments, including foreign;
- Insufficient promoting of the positive traits of old sort through publications and mass media;
- Need of regional trainings organization in partners countries;
- Need to improve the quality of distributing and multimedia materials;
- Need to increase knowledge level of the project participants on traditional knowledge through development of appropriate methodologies.

The second group participants identified that the main strengths in the field of communication between regional and national trainings and communication among countries are:

- Good organization of delegations exchange in the countries including farmers and researchers;
- Strengthening of communication between countries, for this it was proposed to organize the scientific-practical conference in Ashgabat in 2009.
- Carrying out of the regional training courses.

The second group participants also proposed the following activities for improving the communication between regional and national trainings:

- Accurately develop a plan for the regional training centers;
- Oblige the participants to share received knowledge through the national training centers;
- Organize information exchange on farmer's achievements through the regional training centers.

Session 3. Regional training plan for 2009-2010

K.T. Turgunbaev, Regional Consultant on training, presented a draft plan for training on regional level for 2009-2010. During discussion of the presented plan participants concretize the plan and added some suggestions on trainings organization in regional training centers. The tentative training plan on regional level presented in the Annex 12.

Drafts of the national training plans for 2009-2010 by country, developed by the Regional Consultant on training were submitted to the participants for discussion and revising. Per Rudebjer emphasized that for national training plan development it is necessary to consider the requirements of four target groups: 1) decision makers, 2) researchers and trainers, 3) farmers and local communities, 4) forestry staff.

Day 3, Wednesday 25 March 2009

M.K. Turdieva briefly summarized the results of second day work noting that during the second workshop day the problems of the trainings organization and conduction were identified and the ways of their solving were suggested, the training plan on regional level was determined, and also some issues related to the training component were covered.

Then Per Rudebjer presented a work plan for the third day of the workshop, which includes training materials development, training evaluation and monitoring, and presentation of database on trainings.

Session 4. National training plans for 2009-2010

The representatives from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan presented their national training plans for 2009-2010. Training plans of each country were thoroughly discussed and the suggestions for detailed elaboration of proposed activities were given. Final versions of national training plans should be submitted to the Regional Office by **8 May, 2009**. Drafts national training plans are provided as Annexes 13, 14, 15, 16 and 17 of this report.

Session 5. Training materials development

During this session the issues of status, requirements and training materials development process were discussed, as well as issues of their translation into local languages and distribution.

Per Rudebjer presented the recommendations (Annex 18) for training materials development highlighting that it is necessary to develop different types of training materials for (a) farmers, (b) decision makers, and (c) researchers and trainers. To determine of the various types of training materials for different target groups, participants were divided into three work groups.

The participants identified that in order to develop the training materials for farmers it is necessary to use the recommendations of appropriate research institute on growing planting stock, brochures on nursery maintaining, produced within the project framework as distributing material. Also it was noted that to organize training course for farmers it is required to select a site, to invite the researchers and farmers as trainers, to use interactive methods of training, which is demonstration of illustrative material with the use multimedia equipment, and white boards. The training program for farmers should include:

- Practical exercises:

- Site selection for nursery (site planning, fertilization etc.);
- Preparation of planting drafts (preparation time, requirements for grape-stalks quality, preplanting preparation of grafts, using of growth regulators);
- Planting of grape-stalks (preparation of planting trenches or hand planting);
- Traditional methods of nursery irrigation and perspectives of drop irrigation use (development is required);
- Pest, disease and weed control;
- Fertilizers application;
- Digging, sorting and storage of seedlings;
- Features of establishing and growing of mother vine;
- Released and perspective grape varieties;

- Answers to farmers questions

- Training materials distribution.

For training material development for decision makers it is required to take into account that the training material should be adapted to the project objectives and tasks, translated into Russian, also it is required to base on the compilation of the scientific materials, state documents and pedagogical experience. Also it is required to draw attention to the training materials quality including: professional level (database usage); pedagogical components (search for simple examples); adaptation to the audience requirements; feedback; continuation of dialogue; and website using.

The participants of the group on training materials development for researchers and trainers noted that there is no need to develop new materials, it is required to use already existing materials developed in Russian and translate them into national language. In order to ensure their quality it is obligatory to submit them for revision and to keep the modern pedagogical technology. To distribute training material it is required to publish them as brochures and present on website and etc. The participants suggested that to organize the training for researchers and trainers it is required to pursue the following stages:

- Program development for training;
- Determination of training participants;
- Determination of trainers;
- Determination of a site;

- Formulating of training tasks;
- Materials and equipment preparation;
- Determination of training methods and
- Training evaluation.

It was suggested to the participants to discuss the results of work groups with national partners in their countries, fill the table on training materials development (Table 3) and to submit to the Regional Office for consideration.

Table 3. Training materials development plan

Country	Existing materials, which is required to be adapted	Timeframe	Training materials, which are required to be developed	Timeframe

Session 6. Monitoring and evaluation of component “Capacity building”

Per Rudebjer made a presentation on monitoring and training evaluation organized within project framework (Annex 19), and noted all the aspects of training cycle, such as planning, determination of training objectives, expected results, training conduction and selection of training methods, highlighted the experiential learning cycle and training course evaluation to improve training quality.

Further K.T. Turgunbaev presented Training guideline developed by him for training organization, copy of which will be forwarded by e-mail to all National Coordinators for their suggestions and comments (Annex 20). The guideline contains information on training methods, such as lectures, discussions, brainstorming, role game and etc.; as well as information on materials and equipment required for trainings conduction; about usage of visual materials and training evaluation.

Special attention of the participants was directed to the training course evaluation. Per Rudebjer noted that evaluation training form provided in this guideline is proposed for the first time and will be very important to get suggestions on its improvement for them (Annex 21). The form was used for evaluation of this workshop. Participant analysis of workshop evaluation data showed that in general the workshop was evaluated positively. Results of the workshop evaluation are provided as Annex 22 to this report.

Then U. Kalandarova, Programme Assistant of the Regional Office of Bioversity International, presented the database on training, developed within the project framework, and the Manual on using the database. (Annex 23).

General remarks

Participants of the workshop were very interested and actively participated in the discussions of the workshop issues. The participants proved to have impressive experience in organizing and conducting trainings. All this provided the possibility to have deep and useful discussions. The workshop was successful in regional training plan development.

All countries showed a strong interest in enhancing collaboration at the regional level and in development of collaborative works, guidelines and methods on priority crops,

regional trainings and exchange visit of farmers between countries for familiarization with traditional knowledge of processing and storage.

Bioversity International/UNEP-GEF project
“In Situ/On Farm Conservation and Use of Agrobiodiversity in Central Asia”

Planning workshop for Component 4 “Capacity building”
Workshop Program

Date: 23-25 March, 2009,

Location: Tashkent, Uzbekistan

Day 1	Day 2	Day 3
<p>Opening Session 09.00 Opening</p> <ul style="list-style-type: none"> •Welcome address, Muhabbat Turdieva, Regional Project Coordinator •Welcome address, Per Rudebjer, Scientist, Education and Capacity Development, Bioversity International •Address by Dr. Christopher Martius, CGIAR PFU coordinator •Key note address by Dr. Saidmurad Babayev, Deputy Director, Uzbek RI of Genetics and Experimental Plant Biology •Introduction of participants •Objectives and workshop program 	<p>09.00 Review of Day 1</p> <p>Session 2. Analysis of knowledge sharing in the project 09.15 Knowledge flow analysis (group work)</p> <ul style="list-style-type: none"> •between research institutes and regional trainings •between regional and national trainings •among components of countries national training 	<p>09.00 Presentation of national training plans & comments from other countries</p>
10.00 Tea	10.15 Tea	10.15 Tea
<p>Session 1. Project update, with focus on Component 4 – Capacity building 10.30 Short update from each country on status of training component (guideline for presentation to be provided) Kazakhstan - Sergey Oleychenko Kyrgyzstan -</p>	<p>10.30 Presentation of recommendations for enhanced knowledge flow</p> <p>Session 3. Regional training plan 2009-2010 11.00 Developing a regional training plan for 2009-2010</p>	<p>Session 5. Training materials development 10.30 Training materials development, translation and sharing: status and needs 11.30 Planning of training materials development</p>

Day 1	Day 2	Day 3
Kubanychbek Turgunbaev Tajikistan - Svetlana Shamuradova Turkmenistan – Maral Kasimova Uzbekistan - Abduhalil Kayimov		
12.00 Lunch	12.00 Lunch	12.00 Lunch
13.00 Update on key project research outputs by Muhabbat Turdieva 13.30 Results on mid-term review by Muhabbat Turdieva 14.00 Presentation of consultancy report on the training component issues by Dr. Kubanichbek Turgunbaev, Regional Consultant on Training	13.00 Developing of a regional training plan for 2009-2010 (continued) Session 5. National training plans 2009-2010 14.00 National training plans for 2009-2010 (group work)	Session 6 Monitoring and evaluation of Component 4 «Capacity building» 13.00 Monitoring and evaluation of the Capacity Development component: <ul style="list-style-type: none"> ▪ Reporting on the results ▪ Following up after the course ▪ Training database
15.00 Tea	15.00 Tea	15.00 Tea
15.45 Analysis and reflection on Component 4 “Capacity building” (Group work)	15.45 National training plans for 2009-2010 (continued)	15.45 Monitoring and evaluation, continued 16.00 Workshop evaluation 16.30 Closing

Annex 2. List of participants

**Bioversity International/ UNEP-GEF project
 “In situ/On farm Conservation and Use of Agricultural Biodiversity
 (Horticultural Crops and Wild Fruit Species) in Central Asia”**




**Planning Workshop for Component 4 “Capacity building”
 23-25 March, 2009
 Tashkent, Uzbekistan**

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9	Tursunboy Akhmedov	Tajikistan	Research Institute of Fruit Growing & Viticulture (former Research & Production Association "Bogparvar")	National Project Coordinator in Tajikistan	21a, Rudaki St., 734025, Dushanbe, TAJIKISTAN	Tel.: +992372-270801 Fax.: +992372-270801 E-mail: abd_tajik@mail.ru
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13	Nikolay Zverev	Turkmenistan	Department of forest and pastures National Institute of Deserts, Fauna and Flora	Scientist	1, Bitarap Turkmenistan St., Ashgabat, TURKMENISTAN	Tel.: +99312 -7352158 Fax: +99312 – 353716 E-mail: crsptur@vertnet.net
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Annex 3. Review of Capacity building component (presentation of Per Rudebjer)



Regional Workshop on

**Reviewing the Capacity Building Component of
the Project “*In Situ*/On Farm Conservation of
Wild Fruit Species in Central Asia”**

March 23 – 25, 2009, Tashkent, Uzbekistan



Background

- Fruit species genetic diversity eroding
- Loss of traditional diversity-based farming systems
- Conservation policies do not cover fruit species
- Knowledge about wild and cultivated fruit genetic resources fragmented
- Weak links among stakeholder groups (researchers, policy makers, forestry staff and farmers)



UNEP-GEF Central Asia Fruit Tree project: Components

1. Provide **options to policy-makers** for strengthening legal and policy frameworks;
2. **Assess, document, and manage local varieties** of horticultural crops and wild fruit species in a sustainable way
3. Promote **broad stakeholder participation**, representative decision making, and strong partnerships
4. **Strengthen the capacity** to implement all aspects of fruit species genetic diversity conservation at local, national and regional levels



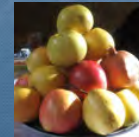
Global relevance

- Central Asia - Centre of diversity for globally important species
- Innovative methods for *in-situ* & on farm conservation in shared with other regions
- Informing global conservation community on importance of managed fruit tree diversity
- Influencing university curricula in Central Asia and beyond



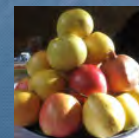
Workshop objectives

- To review the operational plan for the capacity building component 2009-2010
 - Regional
 - National
- To review guidelines for managing training activities
 - Ensure knowledge flow from research to capacity building
 - Agree on good practices for planning, documenting and reporting on training activities
 - Sharing resources among the five countries
- To review monitoring and evaluation of training



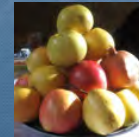
Resources

- Project document and progress reports
 - Significant achievements already!
 - Regional and national training centers established
- Mid-term review
- Consultancy report on Capacity Development component
- Participants experiences



Issues to discuss

- Status of training: are we on track to deliver project results?
- Good practices for managing the training cycle
- Knowledge sharing among project components
- How to manage a large number of courses efficiently

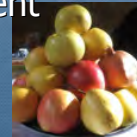


Knowledge flow



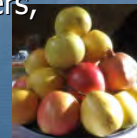
Session 1. Project update

- Share information on project activities and results, especially Component 4 - Capacity Building
 - Mid-term review
 - Recommendations on capacity building
- Short update from each country
- Consultancy report on the training component



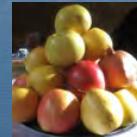
Session 2. Analysis of knowledge sharing

- Stakeholder's knowledge about Central Asia fruit trees: status and needs
- Research results
- Analysis of knowledge flow
 - Between the research component and capacity component
 - Between regional and national levels
 - Between countries
 - Between stakeholders (policy makers, researchers, forestry staff, farmers)



Session 3. Regional training plan 2009-2010

- Review the regional training plan 2009-2010
 - Consultant's report
- Knowledge from the research components transferred into regional courses for target groups
 - Policy makers
 - Researchers
 - Forestry staff
 - Farmers



Session 4. National training plans 2009-2010

- National training plans for 2009-2010
- Collaboration between countries is important
 - Course curricula
 - Documenting lessons learned



Session 5. Training materials development

- Status, needs and processes for training materials development, translation and sharing
- Plan for training materials development, printing and distribution
- Sharing between countries



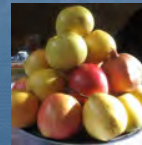
Session 6. Monitoring and evaluation

- Monitoring and evaluation of the Capacity Building component
- Evaluating training courses
- Capturing data for the training database
- Reporting on the results
- Following up of the training



Workshop programme

- [Workshop programme.doc](#)



Annex 4. REPORT ON STATUS OF TRAINING COMPONENT IN KAZAKHSTAN FOR 2006-2008

Areas and gross yield of the horticultural and grapes crops in 2007

Table 1

Farm category	Area, ha	Gross yield, tons
<i>Fruit crops</i>		
Total in the Republic	35,100	162,000
including,		
Agricultural farms	4,800	3,000
Peasant Farms	12,800	48,000
Homegardens	17,500	110,000
<i>Grapes</i>		
Total in the Republic	10,300	43,100
including,		
Agricultural farms	4,600	10,600
Peasant Farms	3,900	20,400
Homegardens	1,800	12,100

Amount of state subsidies for development of fruits production and viticulture

Table 2

Item	2007	2008	Planning for 2009
State subsidies (for establishment of new orchards)	800 mln. tenge (7,200,000 USD)	1,551.7 mln. tenge (more than 12 mln. USD)	1,506.3 mln. tenge (about 10 mln. USD)

Established at the expenses of State budget (ha)

Province	2007		2008		Planning for 2009	
	Fruit Orchards	Vineyards	Fruit Orchards	Vineyards	Fruit Orchards	Vineyards
Almaty	343.6	141.0	565.3	127.7	550.0	150.0
Djambyl	30.6	0	1135.3	26.1	748.2	15.0
South-Kazakhstan	110.0	515.2	700.0	942.0	534.9	700.0
Total	484.2	656.2	2 400.6	1095.8	1833.1	865.0

National trainings and workshops organized in 2006-2008

No	Title of Trainings	Quantity of participants	Venue	Date	Category of the participants (farmers, decision-makers, etc.)
1	2	3	4	5	6
1	Workshop on issues of further development of horticulture	20	Study farm of National Agricultural University of Kazakhstan, Baybulak village, Talgar region, Almaty province	Dec. 20, 2006	Farmers and researchers
2	Mobile workshop on problems of gardening development	26	Malovodnoye village, Yenbekshikazakh region, Almaty province	Dec. 8, 2006	Farmers and researchers
3	Diversity of horticultural crops in South-Eastern provinces of Kazakhstan and pruning of fruit trees	56	Almaty province, Talgar region, Pomological Garden	Feb. 15, 2007	Farmers and researchers

National trainings and workshops organized in 2006-2008

1	2	3	4	5	6
4	Participatory tools for assessment of diversity and dissemination level of horticultural crops	19	Research Institute for Economy of Agricultural Complex and Development of Rural Territories, Almaty	Aug. 27, 2007	Researchers
5	Participatory assessment of fruit crops diversity (apple, plum, apricot and grapes)	25	Research Institute for Economy of Agricultural Complex and Development of Rural Territories, Almaty	Oct. 31, 2007	Researchers
6	Provincial workshop-meeting on development of horticultural cluster	149	Shymbulak village, Talgar region, Almaty province,	Oct. 4, 2007	Researchers, governmental authorities, farmers

National trainings and workshop organized in 2006-2008

1	2	3	4	5	6
7	National Meeting on conservation and using of agrobiodiversity in Southern-Kazakhstan province	15	Shymkent, South-Western Research Institute of Agriculture	Oct. 10, 2007	Researchers and farmers
8	Technology of pruning of the fruit trees	15	Merke village, Djambyl province	April 5, 2008	Farmers
9	About the ways of conservation the most valuable varieties of horticultural crops	31	Karatalsk village, Yekseldi region, Almaty province	Nov. 7, 2008	Farmers
10	Enforcing the members' activities of the multi-functionary and coordination committees of the Southern-Kazakhstan province	13	Shymkent, South-Western Research Institute of Agriculture	Nov. 14, 2008	Researchers and farmers

Planning activities for 2009:

Activities	Responsible persons	%	1	2	3	4
4.5 To hold training for the following groups:						
4.5.1 Decision-makers:						
•Features of biodiversity conservation;	NPIU, Consultant	40				
•Policy issues of conservation the plant genetic resources;	NPIU, Consultant	60				
•Biosafety;	NPIU, Consultant	40				

4.5.2 Farmers, local community, foresters:						
•Technologies of growing and reproduction of local varieties of horticultural crops and their wild species;	NPIU, RI of Fruit Growing and Viticulture, "Harvest" Public Fund	90				
•Assessment and characterize the local varieties of horticultural crops and wild species;	NPIU, RI of Fruit Growing and Viticulture, Research Institute of Botany and Phytointroduction	80				
•Methods of supporting the natural renewal of the wild fruit crop varieties and traditional methods of selecting the perspective forms;	Institute of Botany, RI of Biology and Plants Biotechnology, Almaty branch of Kazakh RI of Forestry	60				

•Bases of economic knowledge in using the plant genetic resources and effective farming;	Research Institute Agricultural Complex and Development of Rural Territories, Almaty	60				
•Methods of processing and storing the horticultural production;	RI of Fruit Growing and Viticulture, Kazakh National Agrarian University	80				
•Marketing of horticultural production;	Research Institute Agricultural Complex and Development of Rural Territories, Almaty	80				
•Creation of farmers' associations, cooperation, etc.	Research Institute Agricultural Complex and Development of Rural Territories, Almaty, RI of Fruit Growing and Viticulture, South Kazakhstan RI of Agriculture	60				
•Using the computers and internet;	NPIU	40				
•English language;	NPIU	40				

1. Managers of the protected areas:		%				
• Methods of conservation and reproduction of wild fruit crop varieties and supporting for their conservation in the natural environment of their growing;	NPIU in cooperation with UNDP project, RI of Botany and Phytointroduction, Almaty branch of Kazakh RI of Forestry	60				
•Methods of supporting the natural renewal of the wild fruit crop varieties;	Almaty branch of Kazakh RI of Forestry	60				
•Marketing of horticultural production of forestry farms;	Almaty branch of Kazakh RI of Forestry	60				
•Documentation of the local knowledge about the local varieties of the horticultural crops and their wild species and providing their analysis for agrobiodiversity assessment;	RI of Fruit Growing and Viticulture, Research Institute of Botany and Phytointroduction, Almaty branch of Kazakh RI of Forestry	60				
•Using the computers and internet;	NPIU	40				
•English language;	NPIU	40				
•Creation of farmers' associations, cooperation, etc.	Research Institute for Economy of Agricultural Complex and Development of Rural Territories, NPIU	50				

4.5.4. Researchers and instructors:						
•Providing the analysis of the legislative acts on the issues of agrobiodiversity conservation;	RI of Fruit Growing and Viticulture, Research Institute for Economy of Agricultural Complex and Development of Rural Territories, NPIU	80				
•Assessment of dissemination of the horticultural crops agrobiodiversity using GIS technologies;	RI of Fruit Growing and Viticulture, NPIU	70				
•Documentation and assessment the traditional knowledge about the local varieties of the horticultural crops and their wild species;	RI of Fruit Growing and Viticulture, Almaty branch of Kazakh RI of Forestry	60				
•Providing the field researches using the new methods of researching and international descriptors;	RI of Fruit Growing and Viticulture, Almaty branch of Kazakh RI of Forestry, Kazakh National Agrarian University, Research Institute of Botany and Phytointroduction	50				

•Culture of communication with farmers (preparation of facilitators);	RI of Fruit Growing and Viticulture, Research Institute for Economy of Agricultural Complex and Development of Rural Territories	70				
•Joint attitude in managing the plant genetic resources;	NPIU, Regional Departments of Agriculture	70				
•Providing the marketing of horticultural crops;	Research Institute for Economy of Agricultural Complex and Development of Rural Territories	80				
•Providing the biodiversity assessment of horticultural crops using the molecular markers;	RI of Biology and Plant Biotechnology	20				
•Providing the socio-economic research on conservation and using the plant genetic resources;	Research Institute for Economy of Agricultural Complex and Development of Rural Territories, RI of Fruit Growing and Viticulture	60				
•Using the computers and internet;	NPIU	40				
•English language;	NPIU	40				



4.5.Organizing the joint workshops with the farmers and researchers in the sites on in situ/on-farm conservation of local varieties of the priority horticultural crops and their wild species;	NPIU, RI of Fruit Growing and Viticulture, South Kazakhstan RI of Agriculture , Consultants	60				
4.6.Creation of national and regional information-communication networks for information management and exchange on agrobiodiversity;	NPIU, National Focal Point on ICT, RI of Biology and Plant Biotechnology , RI of Fruit Growing and Viticulture	40				

Annex 5. REPORT ON STATUS OF TRAINING COMPONENT IN KYRGYZSTAN FOR 2006-2008




Biodiversity International

GEF

Biodiversity International

Biodiversity International/UNEP-GEF project
“In Situ/On Farm Conservation and Use of
Agrobiodiversity in Central Asia”
Component of Kyrgyzstan.

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Biodiversity International

GEF

**Regional and National Training Centers -
status**

- Regional Training Center on Walnut – was established on the basis of Research Institute of Forestry of the National Academy of Sciences of the Republic of Kyrgyzstan.
- National Training Center on Priority Fruit Crops – was established on the basis of Kyrgyz Research Institute of Farming.

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Training Courses

- recent activities



• Training Workshop on “Technology of growing and multiplication of walnut, alycha, apple and pistachio”, organized in Kara-Alma village



Trainings Guidelines

- list of developed guidelines



No	Title of distributing material	Authors	Year of issue	For which category of participants	Types (module, brochure, programme)
1	Growing of planting material of walnut	D. Mamadjanov, S. Djumabaeva	2008	Farmers	Brochure
2	Technology of pistachio cultivation	S. Kenjebaev	2008	Farmers	Brochure
3	Organization of fruit nursery for growing the plants	K.T. Turgunbaev	2008	Farmers	Brochure
4	Момо жемиштердин жана жангактын зыянкечтери	K.S. Ashimov	2008	Farmers	Brochure

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Guideline on Trainings

- list of developed guidelines



No	Title of distributing material	Authors	Year of issue	For which category of participants	Types (module, brochure, programme)
5	Кыргызстанда тушумдуу бактарды тузууго сунуштар.	K.T.Turgunbaev	2008	Researchers and farmers	Brochure
6	Момо дарактарын кесуу	K.T.Turgunbaev	2008	Farmers	Brochure
7	Кочот остуруунун алдынкы ыкмалары	K.T.Turgunbaev, N.Kerimkulova	2008	Farmers	Brochure
8	Данектуу момо-жемиш осумдукторун кесуу жана аготехникалык жумуштар	I.V.Soldatov	2008	Farmers	Brochure

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Guideline on Trainings

- list of developed guidelines



Developed modules:

- Features of biodiversity conservation;
- Technology of local varieties growing and reproduction of the fruit crops and their wild relatives;
- Methods of supporting the natural regeneration of the wild fruit species;
- Marketing of nut products of the forestry farms;
- Participatory Rural Assessment (PRA).

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Obstacles faced in implementation of activities within Component 4 “Capacity Building»

- Difficulty of finding time suitable for training the farmers;
- Ill-timed planning of the trainings;
- Unavailability of distribution materials (in national language);
- Passivity of the farmers.

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Recommendations for improvement


- Providing the training for the instructors on development the distribution materials and managing the trainings;
- Improving the further links between Regional and National Training Centers, and also with local community;
- Training of the instructors outside their countries;
- Develop in time the training materials for the trainings and workshops.
- Provide the course assessment.

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Annex 6. REPORT ON STATUS OF TRAINING COMPONENT IN TAJIKISTAN FOR 2006-2008



Biodiversity International



GEF

Report on implementation of Component 4 «Capacity Building»

Tajikistan

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Biodiversity International



GEF

Regional and National Training Centers - status

- **Established and operating:**
 - Regional Training Center on Apricot at Sogd branch of the Research Institute of Fruit Growing & Viticulture of the Tajik Academy of Agricultural Sciences (B. Gafurov district, Sogd Province, Republic of Tajikistan);
 - National Training Centers on Priority Fruit Crops at the Research Institute of Fruit Growing & Viticulture of the Tajik Academy of Agricultural Sciences (Dushanbe, Tajikistan) and Pamir Biological Institute of the Academy of Sciences of the Republic of Tajikistan (Horog, Tajikistan);

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National Training Centers on priority fruit crops at the Research Institute of Fruit Growing & Viticulture of the Tajik Academy of Agricultural Sciences (Dushanbe, Tajikistan)



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Training Courses

- recent activities

6 training and workshops were held:

- ♦ **Workshop** on Apricots, June 15, 2007 in Sogdian branch of SPO "Bogparvar", 20 participants from 7 districts of Sogdian province, Trainers – A.Solibojev and G.Boymatov
- ♦ **Training** on «Conservation of horticultural crops agrobiodiversity», September 14, 2007, Forestry farm, Muminabad region, Hatlon province, 23 participants, trainer – T.Boboev
- ♦ **Training** on «Harvesting and drying of apricot», June 5, 2008, "Baxt" farm, Bokhtar region, Hatlon province, 30participants, trainer – T.A.Akhmedov
- ♦ **Provincial Workshop** on Apricot processing, August 12, 2008, Vanch region, mountain-Badakhshan Autonomic province, 40 participants from the regions, trainer – T.A.Akhmedov
- ♦ **Training** on «Conservation and using of agrobiodiversity of the horticultural crops and wild species», December 18, 2008, Rasht region, 23 participants, trainers – N.Kamolov and S.Shamuradova
- ♦ **Workshop** on Policy Issues on conservation of agrobiodiversity of horticultural crops and wild species, December 25, 2008, Dushanbe, 13 participants, trainer – T.A.Akhmedov

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Training «Conservation of agrobiodiversity of horticultural crops»



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Training «Harvesting and drying of apricot»



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Training «Conservation and using of agrobiodiversity of horticultural crops and wild species»



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Guidelines on Trainings

- the list of developed guidelines

- **Developed training modules:**
 - for providing the training on «Marketing of agricultural production»;
 - «Reproduction of horticultural crops by pruning and grafting»

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The list of training materials (brochures, modules, programmes, etc.)

No	Title of distributing material	Author	Year of issue	Category of trainees	Types (module, brochure, programme)
1	2	3	4	5	6
1	Technology of cultivating the pistachio in gardens in Tajikistan	A.D. Savchenko, Z.A. Imamkulova, H.M. Akhmadov	2008	For specialists of forestry and students of agricultural institutions	Brochure
2	Methodical recommendations on growing the plants	H. Nazirov, N. Kamolov, S. Mahmadaminov	2008	For farmers	Brochure
3	Growing the best plants of horticultural crops and grapes	H. Nazirov, N. Kamolov, S. Mahmadaminov, H. Mahmatkulov	2007	For farmers	Brochure
4	Intensive technology of plant growing and creating the apricot garden	S. Skorohod, S. Shamuradova	2008	For farmers	Brochure
5	Forming and cutting the fruit trees – guidelines for the gardeners	H. Nazirov, N. Kamolov, S. Mahmadaminov	2008	For farmers	Brochure

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1	2	3	4	5	6
6	Cultivating the grapes in Tajikistan	A.D. Savchenko, Z.A. Imamkulova, H. Mahmadkulov, R. Kalandarov	2008	For farmers	Brochure
7	Protection of grapes from pests and deceases	Z.A. Imamkulova, R. Kalandarov	2009	For farmers	Developed
8	Methodical recommendations on nursering	T.A. Akhmedov, H. Nazirov, N. Kamolov, S. Mahmedaminov	2009	For farmers	Developed
9	Methods of 1-year growing of plants of stone fruit crops	S.T. Skorohod, H.D. Rudikova, H.K. Hollov	2009	For farmers	Developed
10	Growing the plants of fruit crops with close root system	H.H. Hollov	2009	For farmers and specialists	Developed

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Obstacles, in the process of implementation Component 4 «Capacity Building»

- Difficulty in gathering the participants because of far distance of the farms;
- Absence of the trainers with the sufficient work experience with the public and non sufficient level of knowledge and skills of the farmers;
- Define the honorary payment to authors for the training module preparation

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Recommendations for improving

- Prepare the trainers- facilitators on different themes at the regional level for National Project Implementation Units and on the National level for providing the trainings on the places;
- Presentation of methods of modules preparing, study plans and materials for providing the trainings.

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Annex 7. REPORT ON STATUS OF TRAINING COMPONENT IN TURKMENISTAN FOR 2006-2008





Training centers have been equipped with necessary equipment for training, data collecting and analyzing (computers, scanners, phones, printers, fax, laptops, LCD, TV, DVD, photo cameras, etc.)



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Training courses Regional Training Courses

From the beginning of the project 15 people have been trained by different issues of in situ/on-farm conservation and using of genetic resources of horticultural crops (on agrobiodiversity assessment of horticultural crops and wild species, socio-economic assessment (research techniques, descriptors and preparing the reports), data collecting and analyzing during the discussions in the focus-groups, on public awareness, on market research and development and management of marketing strategies)



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Trainings on National level

- Training-workshops are organized by the National Project Implementation Unit among project partners for disseminating the skills, obtained at the Regional Trainings;
- Training-workshop on features of biodiversity conservation and biosafety of Turkmenistan was held on July 2, 2008 among decision-makers;
- English language courses have been organized for researchers and instructors;
- All training centers have been equipped with the new self-teaching materials on computers for the researchers.



Trainings among farmers, local community on technologies of growing and reproduction of local varieties of horticultural crops and wild species

There have organized the trainings for the farmers on grafting, forming and pruning works in the gardens.

- On pistachio grafting – Serhetabad region, June 1-7, 2008 (National Institute of Deserts, Flora and Fauna)
- On forming, pruning and garden reconstruction works – Geok-tepe region, January 20-29, 2008 (Research Institute of Farming).





Trainings in 2009

- On pruning, grafting and creating the almond nurseries in the farms of Magtymkuli and Baharden Districts in the frames of the project (March 6-12, 2009)



- On pruning, grafting and creating the pistachio nurseries in the farms of Serhetobad (Kushkin) District of Mary province (February 24-28, 2009)



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Trainings in 2009

The joint training-workshop on training the farmers and researchers for garden growing, pruning, forming have been organized on the places. Kaahin District, «Parahat» Farm (February 13-15, 2009)



- Geok-tepe District, «Ovadan depe», «Ak gonur» Farms (February 20 -22, 2009)

- Ruhabat District, «Akdashayak» Farm (March 6-7, 2009);

- Gyasver District, «Yashil depe» (March 14-15, 2009)



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Guidelines on trainings

- Recommendations of U.S. Kerimova (Research Institute of Farming) for farmers and gardeners on cultivating the fruit trees (plum, apricot, alycha) during the whole year using the different tillage techniques, considering the soil-climate conditions of Turkmenistan have been developed.
- Recommendations of N.E. Zverev, A.C. Ataev, I. Atahanov (Research Institute of Deserts, Flora and Fauna) on creation of pistachio plantations (tillage methods) have been developed. There have been described the methods of tillage in creating pistachio plantations in arid zones. These recommendations have been developed for the farmers and gardeners.



Obstacles faced in implementing Component 4 «Capacity building»

- Absence of crisp plan of trainings to be held
- Absence of quality communication
- Absence of Internet
- Organize the joint workshop with the farmers



Recommendations for improvement

- Develop the plan of training, coordinated with each other
- Create the information-communication network

Annex 8. REPORT ON STATUS OF TRAINING COMPONENT IN UZBEKISTAN FOR 2006-2008





Report on implementation of activities within Component 4 “Capacity Building”



Uzbekistan

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Regional Training Center on Molecular Markers

- Regional Training Center on Molecular Markers was established at the Department of Gene Engineering and Biotechnology at the Research Institute of Genetics and Plant Experimental Biology of Academy of Sciences of the Republic of Uzbekistan
- The responsible person was appointed for the Training Center

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Regional Training Center on Molecular Markers



- **For organizing the studying there are:**
 1. Equipment for providing the molecular analysis
 2. Visual aids
 3. Training materials
 4. Access to the Internet
- The instructors have been appointed for holding the trainings and workshops

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National Training Center on Nut Bearing Crops



- National Training Center on Nut Crops was created at the Republican Research & Production Centre of Ornamental Gardening and Forestry under the Chief Department of Forestry (Order no.87 from October 24, 2007)
- The responsible person was appointed for the Training Center

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National Training Center on Nut Bearing Crops



For organizing the studying there are:

1. Photos
2. Samples of the local varieties and forms
3. Photo-stands
4. Slides, demonstrating the variety breeding and their growing
5. More than 20 recommendations and guidelines on creating the nut crops and their growing, developed by the scientists of the institute
6. Training materials on nut crops
7. Experimental sites and nurseries

The instructors have been appointed for holding the trainings and workshops

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National Training Center on Nut Bearing Crops



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National Training Center on Fruit Crops

- National Training Center on Horticultural crops and grapes was created by the Research Institute of Fruit Growing, Viticulture and Wine-Making (Order no.14-H from August 13, 2007)
- The responsible person was appointed for the Training Center

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National Training Center on Fruit Crops



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National Training Center on Fruit Crops

For organizing the studying there are:

1. Photos
2. Samples of the local varieties and forms
3. Photo-stands
4. Training films and slides on creating and growing the gardens
5. Training materials on horticulture and viticulture
6. More than 100 recommendations and guidelines on creating and growing the horticultural crops, developed by the scientist of the institute
7. Museum of Garden History
8. Experimental sites and nurseries
9. Workshops on processing the horticultural production
10. Factory on making the wine
11. Gardens and collection sites.

The instructors have been appointed for holding the trainings and workshops

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National Training Center on Fruit Crops



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Training Courses

- The training programs for target groups were developed for 2007-2010 to improve knowledge and skills of the interested persons in performing their duties and were approved at the Third National Steering Committee Meeting

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Training Courses

Training course for 11 researchers on using GPS, pocket PC, photo and video equipment was organized in May 15-16, 2008.

- Practical work with the trainees on using the listed equipment was held.
- Manuals on using the equipment were given to the trainees.

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Training Courses (Briefing-Workshop)

- On May 22, 2008, at Farmers' Association of Uzbekistan in cooperation with Bioversity International, ICARDA and State Committee on Nature protection there was held the Briefing-Workshops dedicated to the International Day of Biodiversity Conservation. There were presented:
- Presentations of project activities on conservation of local varieties of the horticultural crops and wild fruit species
- Exhibition of agricultural production, including local varieties and forms of the horticultural crops
- At this Briefing-Workshop the representatives of the Ministries, authorities, 25 farmers from the different provinces, including 4 farmers from the pilot sites were participating.

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Training Courses (Briefing-Workshop)



Local varieties of the horticultural crops, presented at the exhibition, organized at the Farmers' Association of Uzbekistan on May 22, 2008

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Training Workshops

- **Training Workshop was organized on August 18, 2008**
for 13 researchers on providing the socio-economic assessment at the farms on assessment the priority target horticultural crops.
- The trainees were trained on the issues related to how to provide the assessment and how to fill the forms.
- **Training Workshop was organized on January 15, 2009**
for 7 researchers on electronic documenting the socio-economic data, collected in the result of individual assessment of the farmers.



Training Workshop for the farmers

- The Workshop on "Spring time tillage at the gardens and vineyards" was organized for the farmers of the Tashkent region on January 21, 2009 at the National Training Center on Horticultural Crops in cooperation with the Research Institute of Fruit Growing, Viticulture and Winemaking named author R.Shreder. There were presented:
- Presentations on aim and objectives of the project.
- Presentations on "The best local varieties of the horticultural crops and grapes in Uzbekistan" with the photos.
- Presentations on "Important tillage methods in growing the gardens", using the study film.
- The presentations on "Effective methods of protection of the horticultural crops and grapes from the pests and diseases", using the study film.
- The practical demonstration of cutting the horticultural crops and the methods of protection from pests and diseases at the 2 sites of the collection garden.
- 25 farmers participated at the Workshop. They were given the brochures on project activity, recommendations on tillage method in growing the gardens, developed at the Research Institute of Fruit Growing, Viticulture and Wine-Making named author R.Shreder, and also the leaflets on cutting the fruit trees and ways of protection from the pests and diseases.

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Training Workshop for the farmers



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Guidelines on Trainings

The following recommendations have been prepared for being issued:

- "Tillage methods for increasing the gardens and grapes yields at the farms", 28 pages, in Uzbek. This recommendation was prepared by the request of Farmers' Association of Uzbekistan, and was considered at the partners meetings.
- "Growing the plantations of pistachio on variety base in the gardens of Uzbekistan", 13 pages, in Russian. This recommendation was considered with the Main Department of Forestry of Uzbekistan and was given for review for the specialists.
- "Cultivating the best local varieties of almond in the mountain zones of Uzbekistan", 10 pages, in Russian. This recommendation was given for review for the specialists.

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Guidelines on Trainings

The preparation works were held on organization the Workshop on creating the pistachio plantation in the gardens at Saraykurgan Forestry Farm.

- Area of demonstrative site – 10 ha.
- There were held the in-row and around trunk cultivation of the forestry crops. There were held the cutting and forming of the trees.
- The non-fruits producing trunks of the trees were cut away for upgrading with the valuable forms of the pistachio, and were received the 1 year shoots, with the height of 50-60 cm, where they had been grafted.
- The trees with the valuable forms of pistachio were sort out and the eyelets for grafting were defined
- In 2008 4 thousand items of grafting materials of the valuable forms were received at Saraykurgan forestry farm from the collection site and Gallaaral base station.
- There are good achievements in getting the huge harvest from the upgraded crops.

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Guidelines on Trainings





Guidelines on Trainings

Developed recommendations

- Recommendations on the methods of supporting for renewal of wild fruit crop varieties and traditional methods of selecting the priority forms.
- Recommendations on the methods of selection of the valuable varieties of the walnut and tillage methods of its growing in the conditions of Uzbekistan.
- Recommendations on the methodology of reproduction of the local varieties of the horticultural crops and grapes in Uzbekistan

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Obstacles in implementation of Component 4 “Capacity Building”

- There is a poor linkage between the scientists and farmers in the project frames.

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Recommendations for improving

- Establish more close linkages between the scientists and farmers;
- Organize the workshops for the farmers, that would be useful in improving their knowledge, skills and awareness in experience dissemination at the national and regional level.
- Demonstrative nurseries and sites help farmers to improve their capacity.

(There are good achievements in the fields related to creation of pistachio plantations on the variety base at the Saraykurgan Forestry Farm)

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**Bioversity International/UNEP-GEF project
“In Situ/On Farm Conservation and Use of
Agrobiodiversity in Central Asia”**

Research outputs

*M.K. Turdieva,
Regional Project Coordinator,
Bioversity-Tashkent*

1



Output 1. Strategy and legislation

- **Analysis of present National legislation on conservation of the wild fruit crops on protected area and forestry is finished in all 5 countries.**
- **Suggestions on enlargements/creation of protected areas to cover wild fruit species in Kazakhstan, Kyrgyzstan and Uzbekistan are prepared and presented**

2



Output 1. Policy and Legislation

- **Analysis of National legislation on development of the agriculture and farms, and efficiency of its accomplishment in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.**
- **Proposals on National legislation improvements are prepared and presented in Kazakhstan and Tajikistan.**
- **Round table discussions are organized carried to discuss analysis' results and developed recommendations in Turkmenistan.**

3



Output 1. Policy and Legislation

- **Regional Workshop on Legislation held on 11-14 November, 2008.**
- **Regional Workshop on the elements development of Benefit Sharing Mechanism and Protection of Farmers' Rights will be organized in April, 2009.**

4



Output 1. Increasing Public Awareness (PA)

- **Regional Workshop on Public Awareness Materials Development was organized 7-11 July, 2008**
- **Video film on Pomegranate was developed in Turkmenistan and broadcasted on National Television**
- **Video film about farmer Mrs Saida Aldajarova was developed in Kazakhstan**
- **Scenario of video film about Almond is prepared in Turkmenistan**
- **Video film about target fruit crops conservation is started to be taken in Kazakhstan**

5



Output 1. Increasing Public Awareness (PA)

- **Newspaper articles, interview on television and radio, participation in the conferences and workshops were organized in all countries**
- **Round tables discussions were organized in Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan**
- **Agro-theaters performance were organized in Tajikistan and Turkmenistan in 2008**
- **Scenario for agro-theater was developed in Kazakhstan**

6



Output 1. Improvement of Public Awareness (PA)



Output 2. Knowledge and methodology

- Focus Group Discussions and Household surveys are conducted in all countries to gather information about bioversity and management of target crops, farmers experience on growing them, propagation and conservation
- GRIS will be used for documentation of collected data
- At present time all data entered into Excel tables for missing information detection
- Demonstration sites are established in:
 - Kazakhstan – 5
 - Kyrgyzstan – 7
 - Tajikistan – 4
 - Turkmenistan – 3
 - Uzbekistan – 16

8

Output 2. Knowledge and methodology



Output 2. Knowledge and methodology



Apple (200 years old) in Sazd kishlak, Dilavarsho



Output 2. Knowledge and methodology

- Key nurseries were determined for multiplication of local varieties of target crops in:
 - Kazakhstan – 16
 - Kyrgyzstan – 12 фермеров
 - Tajikistan – 5
 - Turkmenistan – 6
 - Uzbekistan – 19
- List of equipment and instruments is developed to provide farmers for their work in nurseries and demonstration sites

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Output 2. Knowledge and methodology





Output 2. Knowledge and methodology

- Recommendations on fruit crops cultivation are developed:
 - In Turkmenistan – Pistachio, Plum, Pear и Apricot
 - In Kazakhstan – Grapevine, Apple, Nurseries Maintenance

13



Output 2. Knowledge and methodology



Drying fruits of early-ripe varieties of fruit crops in Nozim grandfather orchard



Output 3. Partnership and collaboration

- **Establishment of Multifunctional Site Committees is completed in Kyrgyzstan. In 2008 the meeting of Coordination Committee for Djalalabad Province was organized**
- **Meeting of Coordination Committee in Southern Kazakhstan was organized in 2008.**
- **Collaboration agreements are signed between key partners in all countries**

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Output 3. Partnership and collaboration

- **Farmers' Fairs are annually organized (twice a year) on fruit crops planting material in Tajikistan**
- **In Kazakhstan – Fair of fruit products in 2008, Astana**
- **In Uzbekistan – International Day of Agrobiodiversity (22 May, 2008)**
- **Tajikistan established Farmers' Association, growing fruit crops in Istravshan and Rasht**
- **In Kazakhstan farmers' requests are collected on establishment of association in Eskeldinsk District of Almaty Province**

16



Output 4

- Training Centers are established at the regional level:
 - Socio-economic studies – in Kazakhstan
 - Walnut – in Kyrgyzstan
 - Apricot – in Tajikistan
 - Pomegranate – in Turkmenistan
 - Molecular Markers – in Uzbekistan
- 8 Training Centers are established at the national level

17



Output 4



18



Output 4

- **Regional Trainings:**
in 2007

- May, 2007 – Project impact assessment
- July, 2007 – Participatory assessment of agrobiodiversity (Focus Group Discussions)
- September, 2007 – Study and analysis of social relationships and use of crop descriptors
- December, 2007 – Household survey for agrobiodiversity level assessment

- in 2008

- January, 2008 – Information and communication technologies and documentation of traditional knowledge
- May, 2008 – Socio-economic issues
- July, 2008 – PA materials development
- August, 2008 – Market research
- November, 2008 – Policy Issues

19





Output 4

Plans for 2009:

- April, 2009 – Workshop on Farmers' Rights Protection
- June, 2009 – DIVA-GIS
- August, 2009 - Analysis of data collected in Focus Group Discussions and Household Survey Discussions
- September, 2009 – Analysis of collected socio-economic data
- October, 2009 – Development of Curriculum on Agrobiodiversity

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Thank you



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Annex 10. RECOMENDATIONDATIONS OF THE PROJECT MID TERM REVIEW OF TRAINING COMPONENT



Recommendations of the project mid-term review

*M.K. Turdieva,
Regional Project Coordinator,
Bioversity-Tashkent*



Training

- **Exists the necessity to include countries report on information of the received lessons and learning components**
- Counties report should include the information on experience and skills on each component, obtained during project implementation



Training

- Given the need for impact on a large number of project sites the projects engagement in training activities need to be scaled up and the modest targets for training (in the log frame) be revised to reflect the need for achieving bigger numbers of training courses and trainees.



Training

- It would be necessary to explore non-conventional approaches to training, including more farmer-centered approaches such as:
 - Cross-visits and farmers-exchanges (across provinces *within* a country).
 - The compilation and wide distribution of farmer inventories (directories of farmers based on data collected during surveys) would be essential to plan systematic and effective exchanges.



Training

- There is an urgent need to initiate efforts to compile good practices for eventual wider sharing within and outside of the Central Asian region:
 - The project should consider producing a resource book based on experiences it has generated from the project: best practices on technical, social and methodological innovations for the region. This can be done most efficiently and effectively if the effort is initiated now
 - A small section of the resource book could be devoted to experiences of other countries. The purpose of including experiences from other countries would be mainly to encourage continued experimentation and testing of methodologies even after the closure of the project.



Training

- A knowledge garnering activity fruit drying and storage (value addition approaches is recommended). This can rely on the survey findings and knowledge resources available at the farming/research institutes is suggested.
- The resulting publication would contribute to conservation- through value- addition.



Training

- 28 Universities already participating in project structures can be encouraged (and supported via the capacity development budget) to draw upon project resources (field sites, learning materials, etc.) in efforts for influencing education in agricultural, environmental sciences and forestry colleges.



Training

- There is a need for the project considers a global scientific workshop event at the end of the project for policy makers, scientists and development administrators from outside the region.
- This might also be an opportunity to influence the donor community.
- With the required level of emphasis on the dissemination of results, the project should attract more resources and more partnership opportunities.

Annex 11. REPORT ON RESULTS OF TRAINING ACTIVITIES IN 2006-2008


Bioversity
International


GEF

**Bioversity International/ UNEP-GEF
project “In Situ/On Farm Conservation
and Use of Agrobiodiversity
(horticultural crops and wild fruit
species) in Central Asia”**



Improving lives through biodiversity research


Bioversity
International


GEF

**Regional activities within Component 4
“Capacity building”**



Improving lives through biodiversity research



- Biodiversity conservation is one of the global ecological problem

- More attention is directed to this problem at the global level



- Obtaining skills on biodiversity conservation and restoration will create basis for sustainable research and agro-biodiversity conservation.

Improving lives through biodiversity conservation



- Critical situation exists with provision with training manuals and teaching aids for national secondary schools and Universities/colleges. Practically there is a lack of the materials that could increase awareness of public on biodiversity conservation issues

Improving lives through biodiversity conservation



- Training activities conducted within the project strengthened cooperation between farmers and research institutes, which are participating in the project implementation and could provide success of the participatory approaches.

Improving lives through biodiversity research



- During project implementation various training materials on biodiversity conservation were prepared for farmers and forestry enterprises staff



Improving lives through biodiversity research



- Within the project implementation trainings and workshops were organized at Regional and National levels (list of trainings is attached to the report)



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Training plan for the project remaining period of 2009-2010 was updated and modified on the basis of results of analysis on conducted trainings and identified training needs of stakeholders (plan is attached)

Improving lives through biodiversity research



- Updated training plan covers all 4 target groups of trainees which were identified by national project partners



Improving lives through biodiversity research



- With the project in all 5 countries Regional and National training centers were established
- All facilities are available to conduct the trainings.
- Training centers are fully equipped to conduct the planned trainings



Improving lives through biodiversity research



- Trainers groups are compiled in all countries;
- Training materials and programs are developed for different categories of trainees;
- Computer use and English language courses are organized for specialists of agronomy and forestry.



- Laboratories are equipped and are available for researchers training according to international standards.
- Collaboration between training institutions within the countries and outside is established. All countries have capacities to organize training on conservation of the agrobiodiversity.
- Staff of national research institutes were trained on modern methods and technologies of plant genetic resources evaluation, conservation, use with application of participatory approaches in research and agrobiodiversity management



Establishment of Training Centers (Centres of Excellence)

Following training centers are established in Uzbekistan:

- Regional Training Center on Molecular Markers is established at Institute of Genetics and Experimental Plant Biology;
- National Training Center on Nut Bearing Crops is established at Research Institute of Ornamental Gardening and Forestry;
- National Training Center on Seed and Stone Fruit Crops, and Viticulture is established at Uzbek Research Institute of the Fruit Growing and Viticulture named after R.R. Shreder.



Following training centers are established in Kazakhstan:

- Regional Training Center on Socio-economic Studies is established at Research Institute of Economics of the Agroindustrial Complex and Rural Territories Development;
- National Training Center on Target Fruit Crops is established at Kazakh RI of Fruit Growing and Viticulture.



Following training centers are established in Tajikistan:

- Regional Training Center on Apricot is established at the branch of Research Institute of Fruits Growing and Olericulture in Gafurov District, Sugd Province;
- National Training Center on Target Fruit Crops is established at RI of Fruit Growing and Olericulture in Dushanbe city;
- National Training Center on Target Fruit Crops is established at Pamir Biological Institute in Khorog city.



Following training centers are established in Kyrgyzstan:

- Regional Training Center on Walnut is established at RI of Forestry;
- National Training Center on Target Fruit Crops is established at Kyrgyz Research Institute of Farming.



Following training centers are established in Turkmenistan:

- Regional Training Center on Pomegranate is established at Garrigala Research and Production Experimental Center on Plant Genetic Resources;
- National Training Center on Target Fruit Crops is established at RI of Farming
- National Training Center on Pistachio is established at RI of Deserts, Flora and Fauna



The capacity of these institutions will enhance their leadership in knowledge distribution on agro-biodiversity and strengthen sustainability of the project's activities after its completion

Improving lives through biodiversity conservation



Opportunities for trainings will be developed through following actions:

- Improving skills of the project partners for implementation of the planned actions;
- Development of training programs and guidelines for different categories of trainees;
- Joint workshops for farmers and researchers;
- Monitoring and evaluation of training process.



Outputs of consultancy work:



- Guidelines for trainings organization is developed;
- Training evaluation form is developed;
- Training plan for 2009-2010 is updated and modified.

Improving lives through biodiversity conservation



Recommendations for improvement

- Train consultants on training on development of training materials materials and training organization;
- Improvement of links among Regional and National Training Centers;
- Organize regional training workshops for farmers;
- Suggest curricula on agro-biodiversity conservation at secondary schools and Universities;
- Strengthen training of researchers at Regional Training Centers;
- Organize training activities evaluation;



Thank you



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Annex 12

REGIONAL TRAINING PLAN FOR 2009-2010 (DRAFT)

##	Venue	Topic	Timeframe
2009			
1.	Regional Training Centre on Apricot, Hudjand, Tajikistan	On apricot fruit processing, drying, storage of local varieties	June, 2009
2.	Regional Training Centre on Walnut, Bishkek, Kyrgyzstan	Advanced methods on natural regeneration and inoculation of wild fruit crops	July, 2009
3.	Regional Training Centre on Pomegrape, Muhtumkuli, Turkmenistan	Growing technology and propagation of local varieties and forms of the Pomegrape	August-September, 2009
4.	Regional Training Centre on Walnut, Bishkek, Kyrgyzstan	Regional seminar on the evaluation of propagation and bioersity level of the walnut	September, 2009
5.	Regional Training Centre of Molecular Markers, Tashkent, Uzbekistan	Usage of molecular markers technologies in evaluation of the wild fruit crops diversity, Tashkent	September, 2009
6.	Regional Training Centre on Social-Economical Research, Almaty, Kazakhstan	Results of marketing research on nut bearing products, Almaty,	October, 2009
2010			
7.	Regional Training Centre on Abricot, Hudjand, Tajikistan	Cultivation of seedlings, apricot garden establishment and maintenance	March, 2010
8.	Regional Training Centre on Social-Economical research, Almaty, Kazakhstan	Teach to a new sociological-economical methods of management and conservation of the wild fruit crops bioersity	July, 2010
9.	Regional Training Centre on Walnut, Bishkek, Kyrgyzstan	Regional seminar of propagation level evaluation of the walnut agro-bioersity	September, 2010
10.	Regional Training Centre of Molecular Markers, Tashkent, Uzbekistan	Usage of molecular markers technologies in evaluation of the wild fruit crops diversity, Tashkent	September, 2010
11.	Regional Training Centre on Pomegrape, Muhtumkuli, Turkmenistan	Traditional method of pomegrape storage and processing	September-October, 2010

Annex 13

NATIONAL TRAINING PLAN OF KAZAHSTAN 2009-2010 (DRAFT)

##	Target group	Topic	Type	Venue	Timeframe	Duration, day	Number of participants
2009 - 2010							
1.	Policy makers	Peculiarities of bioersivity conservation	Training workshop	Regional Training Centre on Socio-Economic Study, Almaty	End of June, 2009	2	24
2.	Researches and farmers	On way of revival Almaty aprot-old variety of apple	Round table	National Training Centre on Target Fruit Crops	06 March, 2009	1	30
3.	Farmers, local communities, forestry staff	Technologies on growing and multiplication of fruit crops local varieties and forms of their wild relatives (apple, pear, apricot, vine)	Training workshop	Syrvagash village, South-Kazakhstan region, Merke, Jambils region, Bayseit, Almaty region	March, 2009	1	20
					April, 2009	1	17
					June, 2009	2	15
4.	Farmers, local communities, forestry staff	Evaluation and characterization of the local varieties and wild relatives of apple	Round table	Kapatal'sk village, Almaty region, village named after Turara Riskulova, South-Kazakhstan region	May, 2009	2	25
					June, 2009	2	22
5.	Farmers, local communities, forestry staff	Basics of economic knowledge in using plant genetic resources and efficient farm management	Workshop	Bayseit, Almaty region.	June, 2009	1	15
6.	Farmers, local communities, forestry staff	Methods on processing and storage of the fruit crops products	Workshop	Almaty city	August, 2009	1 day	11
7.	Farmers, local communities, forestry staff	Marketing on fruit crops products	Workshop	Bayseit, Almaty region	August, 2009	1	15
8.	Farmers, local communities, forestry staff	Establishment of farms associations, cooperatives in Almaty, Jambil and South-Kazakhstan provinces	Travel workshop	Eskeldinskiy region, Enbekshikazskiy region, Merkenskiy region, Tyulkubasskiy region, Sariagashskiy region	May – June, 2009	2	21
						2	15
						2	13
						2	13
						2	14
9.	Managers of protected areas	Methods of facilitation of natural	Travel workshop	Turgen village, Sarkand village,	August, 2009	1	13
						1	15

##	Target group	Topic	Type	Venue	Timeframe	Duration, day	Number of participants
		regeneration of the wild fruit species		Almaty region.			
10.	Researches and instructors	Analysis of legal acts concerning issues on agro-biodiversity conservation	Workshop	Almaty city	September, 2009	1	12
11.	Researches and instructors	Conduction of field surveys with application of new methods of survey and international descriptors	Workshop	Turgen village, Almaty reservoir	August, 2009	1	15
12.	Researches and instructors	Communication culture with farmers (facilitators training)	Workshop	National Training Centre on Target Fruit Crops	July, 2009	1	12
13.	Researches and instructors	Join approach in plant genetic recourse management	Workshop	National Training Centre on Target Fruit Crops	July, 2009	1	12
14.	Researches and instructors	Conduct socio-economic survey on conservation and usage of plant genetic recourses	Workshop	National Training Centre on Target Fruit Crops	September, 2009	1	15
15.	Researches and instructors	PC and Internet use	Course	National Training Centre on Target Fruit Crops	October, 2009	6 weeks	8
16.	Researches and instructors	English language	Course	National Training Centre on Target Fruit Crops	November, 2009	6 weeks	8
2010							
17.	Farmers, local communities, forestry staff	Methods of facilitation of natural regeneration of the wild fruit species and traditional methods of promising forms selection.	Workshop		2010		
18.	Managers of protected areas	Conservation and multiplication methods of the wild fruit species and facilitation of their natural regeneration	Workshop jointly with GEF/UNDP		2010		
19.	Managers of protected areas	Marketing of forestry products	Workshop	Regional Training Centre on Socio-Economic Study, Almaty	2010		
20.	Researches and instructors	Assessment of fruit crops diversity distribution using GIS	Workshop		2010		
21.	Researches and	Documentation of traditional			2010		

##	Target group	Topic	Type	Venue	Timeframe	Duration, day	Number of participants
	instructors	knowledge on local fruit crops and their wild relatives					
22.	Researches and instructors	Marketing of wild fruit species products	Workshop	Regional Training Centre on Socio-Economic Study, Almaty	August, 2009 – 2010	2	23
23.	Researches and instructors	Evaluation of fruit crops diversity using molecular markers	Workshop	Almaty city	2010	2	17

Annex 14

NATIONAL TRAINING PLAN OF KYRGYZSTAN 2009-2010 (DRAFT)

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
2009							
1.	Farmers and local communities	Methods on facilitation of natural regeneration of the wild fruit species	Travel workshop	Kara-alma	April, 2009	3	15
2.	Farmers and local communities	Fruit trees pruning technology	Workshop	Kara-alma	April, 2009	2	20
3.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Diseases and pests control of walnut forests	Workshop	Kara-alma	May, 2009	3	20
4.	Researches and instructors	Conduct field survey and documentation with application of new methods of survey and international descriptors	Training course	National Training Centre on Target Fruit Crops	May, 2009	3	15
5.	Farmers and local communities	Diseases and pests control of fruit crops	Travel workshop (together with item 9 & 14)	Ak-Terek	May, 2009	3	20
6.	Farmers and local communities	Diseases and pests control of fruit crops	Travel workshop (together with item 9 & 14)	Issyk Kul	May, 2009	3	20
7.	Policy makers	Importance of biodiversity conservation; legal aspects of plant genetic resources conservation; biosafety	Workshop	State Agency on Protection of Environment and Forestry	May, 2009	1	15
8.	Researches and instructors	Analysis of legislation concerning plant genetic resources conservation	Workshop	State Agency on Protection of Environment and Forestry	June, 2009	2	10
9.	Farmers and local communities	Technologies on growing and multiplication of the local varieties of fruit crops and forms of their wild relatives	Travel workshop	«Ak-Terek» forestry, Issyk Kul Province	August, 2009	3	15

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
10.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation methods of nut bearing crops. Elaboration of measures on support of natural regeneration and selection of economically valuable forms of nut bearing crops.	Workshop	Kara-Alma	September, 2009	3	20
11.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Marketing of wild nuts	Workshop	Jalal-Abad	September, 2009	3	15
12.	Farmers and local communities	Processing and storage of products of local varieties of the nut bearing crops	Training course	Issyk Kul	September, 2009	3	10
13.	Farmers and local communities	Establishment of farmers associations, cooperatives etc.	Training course	Jalal-Abad province	September, 2009	3	20
14.	Farmers and local communities	Economic analysis and marketing of fruit products	Training course	Issyk Kul	November, 2009	3	15
15.	Researches and instructors	Analysis of fruit species genetic resources distribution using DIVA-GIS	Training course	Agricultural University of Kyrgyzstan	November, 2009	4	10
2010							
16.	Farmers and local communities	Fruit trees pruning technology	Workshop	Issyk Kul	Mart, 2010	2	20
17.	Farmers and local communities	Technologies on growing and multiplication of the fruit crops local varieties and forms of their wild relatives	Travel workshop	«Ak-Terek» forestry, Issyk Kul Province	July, 2010	3	15
18.	Farmers and local communities	Methods of facilitation of natural regeneration of the wild fruit species	Travel workshop	Ak-Terek	July, 2010	3	15
19.	Farmers and local communities	Economic analysis and marketing of fruit products	Training course	Jalal-Abad	August, 2010	3	15
20.	Farmers and local communities	Processing and storage of products of local varieties and forms of fruit crops	Training course	Jalal-Abad	August, 2010	3	10
21.	Farmers and local	Establishment of farmers associations,	Training course	Issyk Kul	August, 2010	3	20

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
	communities	cooperatives etc.		Province			
22.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation methods of nut bearing crops. Elaboration of measures on facilitation of natural regeneration and selection of economically valuable forms of the nut bearing crops.	Workshop	Ak-Terek	August, 2010	3	20

Annex 15

NATIONAL TRAINING PLAN OF TAJIKISTAN FOR 2009-2010 (DRAFT)

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
2009							
1.	Policy makers	Importance of biodiversity conservation; legal aspects of plant generic resources conservation; biosafety	Workshop	National Training Centre on Target Fruit Crops	July, 2009	1	15
2.	Researches and instructors	Analysis of fruit crops genetic resources distribution by using GIS	Training course	National Training Centre on Target Fruit Crops	August, 2009	5	8
3.	Researches and instructors	Analysis of legislation concerning plant generic resources conservation	Workshop	National Training Centre on Target Fruit Crops, RI of Fruit Growing and Vegetables «Bogparvar»	September, 2009	2	10
4.	Farmers and local communities	Importance of local varieties of fruit crops and wild fruit species in national economy	Travel workshop	National Training Centre on Target Fruit Crops	October, 2009	5	15
5.	Farmers and local communities	Technology of fruit crops growing and farming techniques	Travel workshop	National Training Centre on Target Fruit Crops	November, 2009	5	15
6.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Methods of wild fruit species conservation, and pest and diseases control	Travel workshop	In project sites	November, 2009	2	20
7.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Improvement of wild fruit species multiplication technologies	Travel workshop	In project sites	December, 2009	2	20
8.	Researches and instructors	Conduction of field surveys with application of new methods of survey and description of local fruit crops varieties and their wild	Travel workshop (together with item 9)	Regional Training Center on Apricot	2009	20	10

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
		relatives					
9.	Farmers and local communities	Traditional methods of processing and storage of the products of local varieties and forms of fruit crops	Training course	Regional Training Center on Apricot	2009	2	20
10.	Researches and instructors	Documentation and information management	Travel workshop (together with item 8)	National Training Centre on Target Fruit Crops	2009-2010	5	10
11.	Researches and instructors	English language	Training course	Special course	2009	90	10
12.	Researches and instructors	PC and Internet use	Training course	Regional Training Center on Apricot	2009	5	10
13.	Farmers and local communities	PC and Internet use	Training course	In project sites	2009	5	20
14.	Child's ecological society	Agro-biodiversity conservation	Off-site training	In project site	2009	4	20
2010							
15.	Researches and instructors	Market research	Travel workshop (together with item 19)	Regional Training Center on Apricot, National Training Centre on Target Fruit Crops	January, 2010	5	10
16.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Methods of wild fruit species conservation, and pest and diseases control	Travel workshop	In project sites	February, 2010	2	20
17.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Improvement of wild fruit species multiplication technologies	Travel workshop	In project sites	March, 2010	2	20
18.	Farmers and local communities	Selection donors of resistance of the fruit crops to extreme environment	Travel workshop	National Training Centre on Target Fruit Crops	2010	5	20

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
19.	Farmers and local communities	Market research and economical analysis of farm management	Training course	National Training Centre on Target Fruit Crops	2010	3	10
20.	Farmers and local communities	Establishment of farms, cooperatives and associations	Training course	National Training Centre on Target Fruit Crops	2010	3	15
21.	Child's ecological society	Agro-biodiversity conservation	Off-site training	In project site	2010	4	20

Annex 16

NATIONAL TRAINING PLAN OF TURKMENISTAN FOR 2009-2010 (DRAFT)

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
2009							
1.	Farmers and local communities	Technology on growing of the planting material of the local varieties of fruit crops and pistachio (grafting, pruning)	Travel workshop (together with item 5)	Mary, Balkan, Ahal Provinces	May-July, 2009	20	20
2.	Researches and instructors	Analysis of fruit plants genetic resources distribution by applying GIS	Training course	National Training Centre on Pistachio	July, 2009	3	5
3.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation methods for wild relatives of the fruit crops and selection of promising forms for their use in breeding purpose	Travel workshop	National Training Centre on Pistachio	September, 2009	3	10
4.	Farmers and local communities	Market research	Travel workshop (together with item 5)	National Training Centre on Target Fruit Crops	October, 2009	5	10
5.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Marketing of wild fruit species products	Travel workshop (together with item 4)	National Training Centre on Target Fruit Crops, National Training Centre on Pistachio	October, 2009	5	10
6.	Researches and instructors, locals	Participatory approach (tools of PGR management)	Training course	National Training Centre on Pistachio	November, 2009	2	5
7.	Farmers and local communities	Methods to facilitate natural regeneration of the wild fruit species (pistachio)	Travel workshop (together with item 1)	Tashauz, Labap Provinces	December, 2009	10	10
8.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Documentation of knowledge on fruit crops and their wild relatives, and evaluation of the agro-biodiversity level	Travel workshop	National Training Centre on Target fruit Crops, National Training Centre on Pistachio	2009	5	6

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
9.	Researches and instructors	Market research	Travel workshop (together with item 5)	National Training Centre on Target Fruit Crops, National Training Centre on Pistachio	2009	5	4
2010							
10.	Researches and instructors	Analysis of socio-economic data on conservation and PGR use	Training course	National Training Centre on Target Fruit Crops	January, 2010	5	5
11.	Farmers and local communities	Processing and storage of products of local varieties and forms of fruit crops	Training course	National Training Centre on Target Fruit Crops	January, 2010	5	10
12.	Farmers and local communities	Technology on growing of the planting material of the local varieties l of fruit crops and pistachio (grafting, pruning)	Travel workshop (together with item 7)	Mary, Balkan, Ahal Provinces	June, 2010	20	20
13.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation methods for wild relatives of the fruit crops and selection of promising forms for their use in breeding purpose	Travel workshop	National Training Centre on Pistachio	September, 2010	3	10
14.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Documentation of knowledge on fruit crops and their wild relatives, and evaluation of the agro-biodiversity level	Travel workshop	National Training Centre on Target fruit Crops, National Training Centre on Pistachio	2010	5	6
15.	Researches and instructors	Market research	Travel workshop (together with item 5)	National Training Centre on Target Fruit Crops, National Training Centre on Pistachio	2010	5	4

Annex 17

NATIONAL TRAINING PLAN OF UZBEKISTAN FOR 2009-2010 (DRAFT)

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
2009							
1.	Researches and instructors	Conduction of field surveys with application of new methods of survey and international descriptors	Training course	National Training Centre on Target Fruit Crops	May, 2009	3	10
2.	Researches and instructors	Modern approach in studying agro-biodiversity conservation	Travel workshop (together with item 1)	Regional Training Center on Molecular Markers	May, 2009	2	10
3.	Researches and instructors	PC and Internet usage	Training course	Regional Training Center on Molecular Markers	May, 2009	3	10
4.	Policy makers	Peculiarities of biodiversity conservation, legislative aspects of PGR, biosafety	Workshop	Regional Training Center on Molecular Markers	June, 2009	1	10
5.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Documentation of knowledge on fruit crops and their wild relatives, and evaluation of the agro- biodiversity level (together with item 9, & 19)	Workshop	National Training Center on Nut bearing Crops	June, 2009	2	15
6.	Farmers and local communities	Pistachio plantations establishment using local varieties and forms on the leased plots of wild fruit species stands	Workshop	National Training Center on Nut bearing Crops	July, 2009	2	20
7.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation and multiplication methods of the wild fruit species and facilitation to natural regeneration	Workshop	National Training Center on Nut bearing Crops	July, 2009	2	15
8.	Researches and instructors	Market research	Travel workshop (together with item 9)	National Training Centre on Target Fruit Crops	August, 2009	5	4
9.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Marketing of wild fruit species products	Training course	National Training Center on Nut bearing Crops	August, 2009	3	5
10.	Farmers and local	Processing and storage of products of local	Workshop	Samarkand branch of RI of	September,	2	15

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
	communities	varieties and forms of fruit crops		Fruit Growing, Viticulture and Wine-making	2009		
11.	Researches and instructors	Analysis of legislation concerning agro-biodiversity conservation issues	Training course	Regional Training Center on Molecular Markers	November, 2009	3	10
12.	Policy makers	Peculiarities of biodiversity conservation, legislative aspects of PGR, biosafety	Workshop	in 5 provinces	December, 2009	1	10
13.	Farmers and local communities	Basic knowledge for accounting and economic analysis of farm management	Training course	National Training Centre on Target Fruit Crops	December, 2009	3	15
14.	Farmers and local communities	Marketing on fruit crops products	Travel workshop (together with item 13)	National Training Centre on Target Fruit Crops	December, 2009	2	15
15.	Farmers and local communities	Technologies on growing and multiplication of the local fruit crops varieties and forms of their wild relatives	Workshop	In provinces	2009	2	20
16.	University students and schoolchildren	Agro-biodiversity conservation	Travel workshop	In project sites	2009	1	20
17.	Farmers and local communities	PC and Internet use	Training course	National Training Center on Nut bearing Crops	2009	14	10
18.	Managers of protected areas (specialists of forestry enterprises and protected areas)	PC and Internet use	Training course	Regional Training Center on Molecular Markers	2009	14	10
19.	Farmers and local communities	Establishment of farms, cooperatives and associations	Training course	National Training Centre on Target Fruit Crops	2009	3	20
20.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Establishment of farms, cooperatives and associations	Training course	National Training Centre on Target Fruit Crops	2009	3	5
21.	Managers of protected areas (specialists of forestry enterprises and protected areas)	English language	Training course	Regional Training Center on Molecular Markers	November, December, January, 2009	90	3
22.	Farmers and local	English language	Training	English language schools	November,	90	7

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
	communities		course		December, January, 2009		
23.	Researches and instructors	English language	Training course	English language schools	November, December, January, 2009	90	10
2010							
24.	Policy makers	Peculiarities of biodiversity conservation, legislative aspects of PGR, biosafety	Workshop	in 4 provinces	January, 2010	1	10
25.	Farmers and local communities	Basic knowledge for accounting and economic analysis of farm management	Training course	National Training Centre on Target Fruit Crops	February, 2010	3	15
26.	Farmers and local communities	Marketing on fruit crops products	Travel workshop (together with item 19)	National Training Centre on Target Fruit Crops	February, 2010	2	15
27.	Researches and instructors	Conduction of field surveys with application of new methods of survey and international descriptors	Training course	National Training Centre on Target Fruit Crops	May, 2010	3	10
28.	Researches and instructors	Modern approach in studying agro-biodiversity conservation	Travel workshop (together with item 1)	National Training Centre on Target Fruit Crops	May, 2010	2	10
29.	Researches and instructors	PC and Internet use	Training course	Regional Training Center on Molecular Markers	May, 2010	3	10
30.	Farmers and local communities	Pistachio plantations establishment using local varieties and forms on the leased plots of wild fruit species stands	Workshop	National Training Center on Nut bearing Crops	July, 2010	2	20
31.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Conservation and multiplication methods of the wild fruit species and facilitation to natural regeneration	Workshop	National Training Center on Nut bearing Crops	July, 2010	2	15
32.	Researches and instructors	Evaluation of fruit crops agro-biodiversity distribution level by using GIS	Training course	National Training Center on Nut bearing Crops	July, 2010	5	10
33.	Farmers and local communities	Processing and storage of products of local varieties and forms of fruit crops	Workshop	Samarkand branch of RI of Fruit Growing, Viticulture	August, 2010	2	15

##	Target group	Topic	Type	Venue	Timeframe	Duration, days	Number of participants
				and Wine-making			
34.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Marketing on fruit crop products of forestry enterprises	Training course	National Training Center on Nut bearing Crops	September, 2010	3	5
35.	Farmers and local communities	Technologies on growing and multiplication of the local fruit crops' varieties and forms of their wild relatives	Workshop	In all provinces	2010	2	20
36.	University students and schoolchildren	Agro-biodiversity conservation	Travel workshop	In the project sites	2010	1	20
37.	Farmers and local communities	PC and Internet use	Training course	National Training Center on Nut bearing Crops	2010	14	10
38.	Farmers and local communities	PC and Internet use	Training course	Regional Training Center on Molecular Markers	2010	14	10
39.	Farmers and local communities	Establishment of farms, cooperatives and associations	Training course	National Training Centre on Target Fruit Crops	2010	3	20
40.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Establishment of farms, cooperatives and associations	Training course	National Training Centre on Target Fruit Crops	2010	3	5
41.	Managers of protected areas (specialists of forestry enterprises and protected areas)	Issues on forest land tenancy	Workshop	National Training Center on Nut bearing Crops	2010	1	10

Annex 18. TRAINING MATERIALS DEVELOPMENT (presentation by Per Rudebjer)



Training materials

- Regional + national training courses
- Adaptation or translation of existing materials?
- New materials development?
- How to assure quality?
 - Review content
 - Review pedagogic presentation
 - Distribution and wider access



Training materials

- Group 1. Decision makers
- Group 2. Researchers/trainers
- Group 3. Farmers
 - Representative from each country in this group!



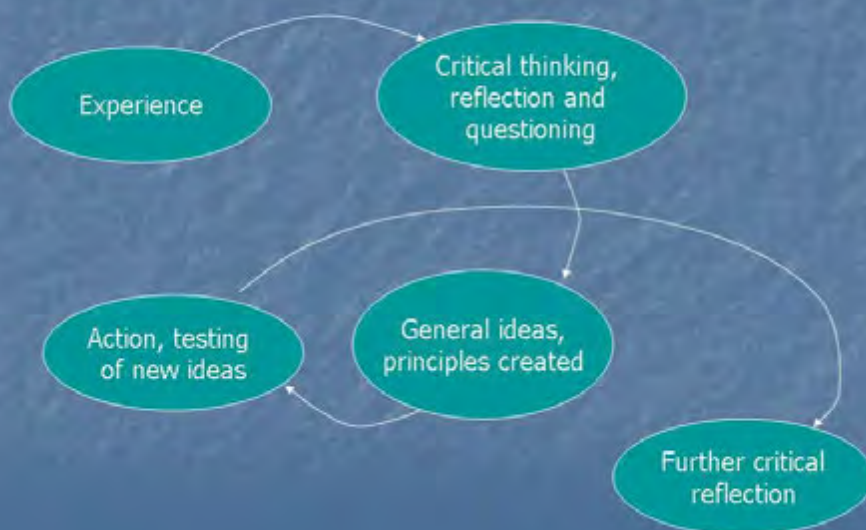
Annex 19. MONITORING AND EVALUATION OF THE CAPACITY BUILDING COMPONENT (presentation by Per Rudebjer)

Monitoring quality of capacity building component

- Training cycle
 - Planning the curriculum: objectives & learning results
 - Implementing training & Selecting learning methods: [How do people learn?](#)
 - Evaluating courses: feedback for continuous improvement
- Guidelines for quality assurance



Experiential learning cycle



Monitoring quality of capacity building component

- UNEP-GEF reporting requirements
- Storage and sharing of information
- Database for training



Annex 20. TRAINING GUIDELINES (DRAFT)

Biodiversity International

**Project UNEP-GEF/Biodiversity International «In situ/On farm Conservation and Use of Agrobiodiversity
(Horticultural Crops and Wild Fruit Species) in the Central Asia»**

GUIDELINES ON CONDUCTING TRAININGS

(developed by Dr. K. Turgunbaev)

Bishkek 2009

Content

	Introduction	3
1	Preparation of the training plan	
1.1	The analysis of trainees	
1.2	Materials and equipment	
2	Methods of teaching	
2.1	Lectures	
2.2	Discussion	
2.3.	Brain storming	
2.4.	Role game	
2.5	Buzzing groups	
3	Training conduction	
3.1	Introduction methods	
3.2	Use of visual tools	
4	Training assessment	
5	Bibliography	
6	Appendixes	

Introduction

For conducting the teaching seminar it is necessary for trainers to have highly qualified theoretical and practical knowledge. Trainers should be not only good technical experts, but also it is necessary for them to have a moderator skills for a listeners direction and creation of conditions for the effective exchange of experience among the participants of training.

Training is the process consisting of 5 stages.

- definition of training needs
- the formulation of training tasks
- planning and the training organization
- training conducting
- assessment of training results

Definition of the training needs. Training begins from problem revealing. So, for example, preservation of a genetic diversity of fruit varieties demands a knowledge and an work experience in the field of the legislation, agrobiodiversity estimation, GIN, a joint management, communication, marketing and establishment of public relations. But, available possibilities of training do not provide getting the necessary knowledge and experience in mentioned areas. The estimation of expansion and diversity degree, preservation and gathering methods, and also biotechnology questions are not included in programs of training experts. Corresponding training programs were not completely worked out for farmers. That is why it is possible to suggest to conduct the trainings on raising the level of knowledge, motivation, and also improvement of corresponding skills for the problem Policy.

The formulation of training tasks. Terms of purposes and tasks are often used as synonyms, but there is some difference between them. The purpose means the general mission, a desirable outcome, and a task - describes how and when we can come to the desirable purpose. And that is why formulation of task sets a direction, provides the consecutive approach. In order to achieve the aims tasks should be formulated after the discussion them with interested persons (administration, participants).

Planning and the training organisation. At this stage it is necessary to work out the key moments, to establish, that it is necessary for participants to define necessary resources. The training content should be connected with the declared purposes and tasks. It is necessary to choose the suitable name for a course. The plan of the lesson should be made in which the detailed analysis of a subject training is given. According to the training tasks time for each theme is distributed. The new information should have the general points with already available knowledge for participants and will become complicated gradually from simple to the difficult. It is necessary to group a material in blocks and to think over what methods of training are most convenient for their representation.

Training conducting. The success of training depends on that, how much listeners are involved in an event at lessons. That is why training should provide participants with possibility to use the received knowledge on a practical training.

Estimation of training results. At an estimation stage one can define whether the training purposes are achieved, whether resources are used correctly, whether training conducted in best performance and what personal benefits were received.

1. Preparation of the training plan

Listeners consider receiving new information, to improve knowledge, abilities, and skills at training course. That is why it is necessary to conduct training in such way as to achieve all purposes and aspirations. Definition of "expectations" helps to reveal what knowledge they wish to receive.

1.1. The analysis of trainees.

On training planning it is necessary to consider an age, gender, listeners' level of preparation. Having made clear a picture about expected participants it is possible to pick up corresponding methods of training and warm-up.

Types of trainees	Features	Recommendations
Youth	The emotional perception prevails on rational, maximalism in	<ul style="list-style-type: none"> ● to Consider no more one or two questions ● Temp of speech is fast enough

	judgements estimations, inquisitiveness, eagerness to new, interest to morally-ethical problems, high level of trust to the information	<ul style="list-style-type: none"> • to Avoid direct edifications, morally-estimated recommendations to an audience • to use the presentation widely, bright schemes, slides, music, humour, jokes, ridiculous histories and cases • to Avoid long citations and phrases • to indicate new ideas, the facts, opinions, underlining of their novelty and originality • To be in an audience during training, to sit down at places of participants, among them.
Listeners of advanced age	Have high interest to the political questions. Trust newspapers, wait from the the trainer instructions of exact sources of the information, the additional information, the additional literature. It is hard to make them to change their mind. Set long and meticulous questions	to Speak slowly <ul style="list-style-type: none"> •to connect a material with experience of listeners, history •not to overpersuade, but to inform •to refer to the authorities, known sources, statistical data •to have books, brochures which it is possible to show.
Women	The high emotionality of perception Sharply is characteristic react to problems in material and household plans. The lowered interest to economic, scientific and technical and sports questions (except persons directly connected with them). Are inclined to discussion of one problem or a theme within the limits of one meeting	<ul style="list-style-type: none"> •the Inductive way of giving of a material (from the argument to approach to a conclusion) •the High emotionality of a statement •Examples from a life, a life, family relations •Maximum use of presentation
Men	Interests are connected with work and a policy. Unable to take «material chewing»	<ul style="list-style-type: none"> •to answer questions is short •the Emotional confidence •It is desirable to give the chance to draw conclusions independently •the Deductive way of giving of a material (from the thesis to arguments)

1.2. Materials and the equipment

For conducting the training the materials and the equipment are required. On training planning it is necessary to make their detailed list. The general list of the equipments contains following points:

1. Computers
2. A projector
3. The screen
4. Slides
5. The Flip-chart.
6. A spare notebook for a flip-chart
7. Markers (for a flip-chart and white boards)
8. Models or samples
9. A writing paper
10. Pencils
11. Badges

2. Training methods

Three basic directions of training are known:

1. Verbal communications (conversations, lectures, discussions)
2. Information representation in an evident kind, demonstration of skills (presentation, demonstration and modeling)

3. Practical development of necessary skills (making up the documents, work with the computer, practice).

Any method of training will concern to one of these directions. Or it will contain a dialogue elements, either demonstration elements, or practical activities elements. There is a private rule, according to which trainer shouldn't be limited with only one method during all course. Use of different the technicians promotes to a preservation of attention and working capacity of group.

2.1. Lecture

Lecture is a verbal representation of the information. Despite of the progress of the computer technologies and training systems, lecture forms till now a basis of modern training. Pledge of successful lecture – is a sustainable contact with an audience and competence in the given sphere. For the successful use of this method it is necessary to develop the skills which are necessary for the good lecture.

The structure of a lecture

Beginning (introduction)

- Who are you?
- Why do you conduct this group?
- The lecture purposes
- Topicality of a theme
- The advantages received by participants after the classes
- Prospective structure of training
- Introduction and definition of the work concepts
- Prospective knowledge, preconditions and question history

The basic part

- The key moments of training, which each of them is consistently discussed

Conclusion

- The review of the passed material
- Repetition of the basic key moments of training
- Summing up.

It is necessary for lecture conducting:

1. Thorough training
2. To begin lecture when everybody is ready to listen
3. Begin with an explanation: what theme, what aim and how you are going to conduct training
4. In order to make a lecture clear, use the visualisation (flip-chart, a board and other materials)
5. Look at an audience directly, fix the visual contact. Don't speak, looking at the ceiling, the board or looking at the window.
6. Turn to an audience and don't read the papers. To avoid reading at some moments it is better to write lecture with key words.
7. Use your voice optimally: use various intonations, use various loudness of your voice and pay attention to rate of your speech.
8. For the lecture strengthening use a nonverbal means: miming, gestures, poses. Move in the room, don't stand at one place.
9. For attraction of audience attention set questions so that participants could follow your lecture and think.
10. Use effectively visual aids (flipchart and a board). Make sure, that everybody can read the basic information.
11. Adhere to the basic line of your lecture.
12. Choose a good name for your lecture to interest people.
13. Generalise everything you told in the end of lecture.
14. Remain itself and feel yourself comfortably on conducting the lecture.
15. Practice gives the chance to be improved.

Advantages	Disadvantages
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1. Ideally for use in the big groups	Passivity of training
Does not demand the big expenses	Absence of a feedback
. Possibility to supervise the content	Requirements to the instructor
Possibility precisely to distribute time	Absence of dialogue

2.2. Discussion

Discussion - a free verbal exchange of knowledge, ideas or opinions between the instructor and participants. Discussion can motivate and involve each participant in work. It is necessary to use practical knowledge, experience and skills of participants during the discussion. Discussion as a training method, is limited to one question and it is constructed in a certain order.

Advices on conducting the discussion.

1. Distribution of time and preparation. It is necessary to consider, what aspects of the chosen theme can be discussed for available time.
2. Planning. It is impossible to plan all aspects of discussion in advance, but it is possible to prepare the approximate sketch of a theme.
3. Creation of the suitable environment. Discussion is conducted better in friendly conditions, free from restrictions.
4. During discussion the trainer should be a moderator.
 - To set the clear questions
 - To look at a theme from the various points of view
 - To encourage each participant to take part in discussion
 - To encourage and ask participants to give examples
 - To generalize regularly and make conclusions
 - To conduct a discussion in essence
 - To set questions and to listen. Not to leave yourselves when you speak or listen.

Advantages	Disadvantages
Understanding demonstration	Possibility to digress
Active transfer of knowledge	Strong dependence on group
Active interaction	Demands a lot of time

2.3. Brain storming

Brainstorming (brain storm) - the free form of discussion, providing generation of ideas. The success of brain storming depends on observance of two major principles:

- ⊗the group can rise on joint work of idea of high quality, than at individual work of the same people.
- ⊗if the group is in a condition of generation of ideas, it is impossible to brake this moment by the value judgment of these ideas.

Rules of brainstorming conducting

1. Absence of any criticism.
2. Encouragement of ideas
3. Equality of participants
4. Freedom of associations
5. Record of all ideas.

Brainstorming conducting steps

1. The leader explains rules of brainstorming conducting.
2. The leader represents and explains a question.
3. Interventions of the leader can be the following:
 - ⊗to request to give more ideas
 - ⊗to assist at a formulation of ideas in brief, without censure and criticism
 - ⊗to help advancement of brainstorming.

4. Informing the participants about time for conducting this work
5. Each member of group states ideas
6. The named ideas should be written on cards, on a board or flipchart
7. Write only one idea on one card
8. To collect and attach cards, without saying authors of cards
9. To read cards and to group similar ideas
10. To define headings for each group of cards and to define priorities
11. To use results of conducted brainstorm.

Advantages	Disadvantages
Encouragement of creative thinking	High degree of an involvement of participants
Simplicity	Incompleteness of process

2.4. Role game

Role game - a way of expansion of experience of training participants by means of a presentation by them an unexpected situation in which it is offered to accept a position (role) someone of participants and then to work out a way which (game) will allow this situation to end. To receive the maximum advantage from the role game, suggested situations should be closer to a reality. The instruction to role game should describe all aspects of a situation in details. At the same time, this instruction should not put the rigid limits interfering participants to play their roles in accordance with their own representations how it is necessary to act in such cases.

Advices on role game conducting:

1. Carefully work out the plan. Competent conducting of role game benefits its participants.
2. Use role games correctly.
3. Try to do groups small. Small number of group up to 10 persons promotes to creation of the quiet conditions necessary for success of exercise.

Advantages	Disadvantages
The got experience remains for a long time	Artificiality
Occurrence of that understanding as other people behave	Possibility of the thoughtless relation from participants
Safe conditions	Risk element

2.5. Buzzing groups

Small course of knowledge ("Buzz" group). This technique of joint reception of opinions, ideas and knowledge about a subject to learn the new information or to solve a problem. The reception is effective at small group (from ten or less) participants. It gives chance to all members of group to state thoughts and ideas about a subject. At carrying out of work with the whole group it is possible to give small tasks to the subgroups sitting next with each other consisting of 2-4 persons. When these small subgroups silently discuss among themselves something, it reminds buzz of bees. Therefore these small groups are called buzzing groups.

The main limitation of carrying out of study in small groups is that they cannot be used in training as an independent method, and play only supporting role in a combination to other methods.

3. Training conducting

Obligatory components of training are representation, more detailed introduction, warm-ups, expectations, coordination. Participants of training are excited very much a question, whether their expectations from studies will be justified, how much their professional and personal interests will be coordinated with desires of other participants, and also possibility of the trainer. The stage of coordination the program of training with participants allows having integrated expectations of all groups with the program of the trainer, to develop purposes and teamwork plan. It is not necessary to neglect them it can lead to decrease in efficiency of training.

3.1. Introduction and warm-up methods.

Introduction - the important stage when people learn about each other. It provides trust, reduces uneasiness and superfluous pressure of participants. Duration of the stage of introduction depends on duration of the training

and introduction of members of group each other. Accordingly it is possible to find comprehensible form of introduction. After introduction it is necessary to spend joint discussion of standard group norms and rules.

Warm-up - a stage of creation of benevolent atmosphere. Warm-ups stir up, energizing; warm ups participants to continually work.

Introduction methods.

Palm. Participants lead round the palm on sheet of format A-4 with colour marker. On the big finger write the name, on an index finger- who gave this name, on an average - what it means, on anonymous – engagement of the person during lives (kind of activity, sphere of professional interests), on a little finger - what aim of participation on the training. In 2-3 minutes when everyone has filled the palm by turns tell, that they have written and hang out the palm on a stand.

Matches. The method approaches for a young audience in which it is necessary to make introduction very quickly. A box of matches is started up on a circle. Each participant by turns lights a match and while it burns, he tells about himself/herself the most important thing that considers it necessary and on what time will suffice it.

Interview. Participants divided into small groups consisted from two persons; it is desirable that they have sat down with those people who least knows. First member of the pair takes an interview within three minutes from second participant, giving him/her interesting questions. In 3 minutes participants changes roles and the one who interviewed, himself/herself answers questions. Upon termination of three minutes participants take seats in the general circle where participants represent each other to all group.

Self-portrait. The task is given to participants to draw and write on sheet of format A-4 with colour marker to whom you are similar; to write what music you listen, when you sad; to write the reputation; to draw the success. After the termination participants present the self-portrait.

Chair. Participants one by one leave in the centre where there is a chair. Each participant should climb up the chair and tell about three advantages and three lacks. Exercise approaches for liberation of participants, it is desirable to apply in an audience where all have physical ability to get on a chair.

Examples of warm-ups

Contact of participants. The group receives an instruction: «Choose to yourself a pair. In a pair it is impossible to talk. Rise with the partner there where it is pleasant to you. Your task is to greet hands. Thanks. Replace, please the pair. Further group ask to greet at the command of the leader a neighbor in other set ways – with fingers, knees, heels, foreheads etc. ».

It is pleasant - it is not pleasant. The group receives an instruction: «Attentively look at the neighbor sitting from you on the right. Name aloud, by turns, that in his/her is pleasant to you and that is not pleasant. For example: « At my neighbor on the right I do not like hair and like the head ». After all participants named, that it was pleasant to them, the trainer says a key phrase:« And now kiss that was pleasant to you and bite that was not pleasant ».

Wishes. The group receives an instruction: «the task of each participant - to tell that he wishes himself/herself in the professional environment».

Dalila, Samson and a lion. The trainer divides participants on two teams and explains game rules: «Dalila is afraid of a lion, the lion is afraid Samson, Samson is afraid Dalila. Participants consult in a team and decide whom to show. After council both teams stand in a row front each other. If participants of the first team show a lion, and 2 Samson tat the first team loses and the second team takes away one participant from the first command. And so proceeds the game».

3.2. Use of visual aids

Images influence more strongly, than is simple words and are much better remembered. Visual aids can cause and will keep interest, to give a variety, to save time, to clear difficult points, to focus attention on the certain moments.

Flipcharts - the big notebooks from the white paper, supplied with apertures for posting. It does key moments remembered. It gives chance to do generalizations of the passed variant. It used for record of answers of group and for feedback.

Advantages	Lacks
Ease in use, Profitability, Written remains on a kind, Universality, Possibility of preliminary preparation	It is difficult to write quickly, Convenient for use only in small groups (no more than 30 persons), Inconveniently to a page forward and back

Models and samples - physical objects used with a view of a reinforcement of words.

Advantages	Lacks
Simplicity of application, Profitability	Can distract attention of group from problems of training, Demands time for model preparation.

Colour cards - e small cards prepared from sheet of format A-4. At use of cards it is necessary to explain to participants a rule of writing:

1. To use keywords.
2. On one card to write no more than three lines.
3. To write with big letters and clear handwriting.
4. On different themes to use different colour cards.

Distributing materials - materials which are distributed to participants as ae handbook. After termination of study participants can address to these materials and take a maximum of advantage from their use. Materials can contain a text, pictures, schemes, schedules, diagrams. The text should be well readable. Mark especially important information, use various fonts. It is possible to use drawings instead of words.

4. Training estimation

Training estimation purpose - to check up quality of training and to define how much it was effective.

There are four stages of estimation: *reactions, training, behavior, results*.

Reaction estimation - most widespread form of estimation of program by participants. The reaction analysis is useful to estimate following components:

- Program content,
- Training conducting style,
- Training purposes urgencies,
- Visualization uses,
- Clearness of distributing materials,
- Understanding level,
- Degrees of participants involvement,
- Motivations to training and work.

Training estimation - a way will make sure, that some skills and principles have been acquired by participants and that they have developed ability to use them.

Behavior estimation - a way will make sure, that all learnt not only is acquired by participants, but also shown in change of their behavior.

Result estimation - a method of estimation of financial efficiency of the training.

For creation of full picture of the training it is necessary to use all four kinds of estimation.

There are three possibilities of carrying out estimation:

- ⊗ Before the program beginning
- ⊗ In final day of the program
- ⊗ After program end.

Competently made scheme of interrogation can become indicator of following moments:

- ⊗ What initial level of knowledge of participants,
- ⊗ Whether the training purposes are reached,
- ⊗ What practical effect of got skills and knowledge,
- ⊗ Degree of reinforcement and support from associates.

5. Bibliography

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2. David Li. Practice of group training. S-pb, 2002.
3. Rai Lesli. Development of skills of training. M, Publ.. Peter, 2003.
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How to prepare a module? What is a module?

A module - is set of information and materials which give chance to carry out training successfully. If you for any reason cannot carry out training other trainer with use of your module should manage to carry out given training. The module consists of purpose of training, program and plan of training and flipcharts; tasks which you are going to give to participants; forms, which participants should fill up during implement of certain tasks; materials which you wish to distribute to participants; brochures concerning this theme which you wish to distribute or sell to participants etc.

Module content

Usually module covers one theme, for example, technology of for example. This theme can be divided into some basic parts, for example:

1. Organization of nursery for cultivation of saplings of apple-tree, walnut, cherry plum etc.
2. Vegetative reproduction of Greece walnut. Choice of grafting material. Experience of grafting for vegetative reproduction of Greece walnut. Terms of grafting.
3. Bookmark of plantations of Greece walnut. Planting saplings on a constant place.

Each part of your module should be developed in details as a section.

A module structure

⊗ *Precondition*

In this part you describe present farmer practice concerning this theme, problems connected with this theme and that it is possible to improve. The last, will lead you to the purpose and expected results of training.

⊗ *Purpose*

⊗ *Expected results*

When you were already defined with expected results, can develop.

⊗ *Theme of section*

After that, it is necessary for you to develop details of various sections.

Structure of various sections

You begin with introduction where you explain place of this section in relation to other sections.

The following part it:

⊗ *Precondition*

You explain present farmer practice concerning this theme, to problems connected with it and that it is possible to improve. The last, will lead you to purpose of this section of training.

⊗ *Purpose section*

⊗ *Time*

Then you should count up approximate time necessary for conducting of subsequent procedures and plan of action of this section.

Training program structure

Curriculum:	Course name, for example: <i>Biodiversity, economy, legislation etc.</i>
Theme:	<i>Name of theme is written, for example: «Technologies of cultivation and Greece walnut, cherry plum, an apple-tree and a pistachio reproduction ».</i>

№	General characteristic of the curriculum	
1	Introduction	<i>Short description of a situation why it is necessary to carry out training on this theme.</i>
2	Purpose and tasks of training	<i>Shortly specify what aim of given training and what purposes are pursued by this training.</i>
3	Target groups	<i>For whom this training is developed? For example: decision making persons, researchers and instructors, farmers and local population, experts of forestry and reserves.</i>
4	Course content	<i>Summary of the training, sections or subsections.</i>
5	Duration	<i>Specify how many hours or days will be the training.</i>
6	Course conducting date	<i>Specify date, month and year of the training</i>
7	Training methods	<i>Specify what methods will be used at training, for example: minilecture, discussion, group work etc.</i>
8	A trainer	<i>First name, middle initial, last name of a trainer.</i>
9	Place and training conditions	<i>Specify address where training will be carried out, for example: in NTC or with visiting places, in a garden and address.</i>
10	Evaluation methods	<i>Specify methods of evaluation of training, for example: questioner or oral etc.</i>

TRAINING PLAN

Theme:				
Purpose of training:				
№	Content	Time	Method	Materials and visual aids
1 day				
1				
2				
3				
4				
5				
6				
7				
2 day				
1				
2				
3				
4				
5				
6				
7				

COURSE EVALUATION FORM

Title of training event:
Dates:
Venue:
Organizer:

An evaluation should be conducted at the end of a training course or training workshop.

The purpose is to sum up the effects of the programme, to see whether the curriculum has achieved its goals. The evaluation will provide important feed-back to the organizers regarding content, delivery and administration of the course, which will be used to improve future courses.

We kindly ask you to spend 10- 15 minutes to complete the form, and return it to the course organizers.

Thank you for your time!

The organizers

	Score				
	1 = Very poor/very low, etc. 2 = Poor/low 3 = Acceptable 4 = Good/high 5 = Very good/ very high, etc.				
A. Overall assessment of the course (or training workshop)					
1. Overall satisfaction with the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. Relevance of the course content in relation to my training needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. Overall quality and effectiveness of course delivery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. Overall learning (knowledge and skills) achieved in the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. How well did the course meet its objectives?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6. Comments:					
B. Evaluation of course content and teaching/learning methods					
7. Duration of the course/workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	(1=too long/short		5=just right)		
8. Contents covered in relation to time available	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	(1=too much/little		5=just right)		
9. Quality and effectiveness of theoretical teaching and learning methods (lectures)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

10. Quality and effectiveness of practical exercises & field activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11. Balance between theory/lectures and practical work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	(1=poor balance		5=just right)		
12. Quality and amount of training materials distributed during the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13. Comments:					
C. Evaluation of administration and logistics					
14. Access to equipment during the course (e.g. LCD projectors, computers, laboratory facilities etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15. Quality and timing of information received prior to the training course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16. Food and accommodation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
17. Travel arrangements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18. Financial arrangements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
19. Comments:					
D. Others					
20. Number of participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	(1= too few/many		5 = Just right)		
21. Active participation in the learning process	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
22. Interaction with other participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23. Interaction with lecturers/instructors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
24. Comments:					
E. Strengths, weaknesses and suggestions					
25. What I liked about this course:					
26. What I found less relevant or didn't like:					
27. Please make at least one suggestion how to improve this course					
28. Any other comments?					

Training evaluation

Date _____

Venue _____

Please, assist us to evaluate carried training. Answer on the following questions and share you opinion and knowledge.

1. Overall quality and effectiveness of course delivery.

Very good _____

Acceptable _____

Very poor _____

2. What parts of the program you found most useful? (Indicate the reason)

3. What parts of the program you found less useful? (Indicate the reason)

4. How would you value quality of trainer work?

1 2 3 4 5

Very poor _____ Excellent

5. Evaluate, please, the following points on maximum 5 scores (circle appropriate answer)

Visualization	1	2	3	4	5
---------------	---	---	---	---	---

Quality of training materials	1	2	3	4	5
-------------------------------	---	---	---	---	---

Quality of additional equipment	1	2	3	4	5
---------------------------------	---	---	---	---	---

min max

6. Do you think you might you use obtained skills?

1. _____

2. _____

3. _____

7. What is your impression from the training?

Very good _____

Average _____

Waste of time _____

8. Comments, suggestions _____

Name (no need to sign) _____

Thank you!

Annex 21

WORKSHOP EVALUATION RESULTS

Title of training event:
Dates:
Venue: Tashkent, Uzbekistan
Organizer: Bioversity International

	Score 1 = Very poor/very low, etc. 2 = Poor/low 3 = Acceptable 4 = Good/high 5 = Very good/very high, etc.	Number of participants answers
A. Overall assessment of the course (or training workshop)		
1. Overall satisfaction with the course	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 0 3 7
2. Relevance of the course content in relation to my training needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 1 4 5
3. Overall quality and effectiveness of course delivery	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 0 4 6
4. Overall learning (knowledge and skills) achieved in the course	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 1 4 5
5. How well did the course meet its objectives?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 1 1 8

6. Comments:		
B. Evaluation of course content and teaching/learning methods		
7. Duration of the course/workshop	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (1=too long/short 5=just right)	0 1 2 2 5
8. Contents covered in relation to time available	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (1=too long/short 5=just right)	1 1 0 7 1
9. Quality and effectiveness of theoretical teaching and learning methods (lectures)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 1 3 5
10. Quality and effectiveness of practical exercises & field activities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 1 3 4
11. Balance between theory/lectures and practical work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (1=poor balance 5=just right)	0 0 1 3 5
12. Quality and amount of training materials distributed during the course	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	0 0 0 2 8
13. Comments:		
C. Evaluation of administration and logistics		
14. Access to equipment during the course (e.g. LCD projectors, computers, laboratory facilities etc.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	0 0 0

	<input type="checkbox"/> 4	2
	<input type="checkbox"/> 5	7
15. Quality and timing of information received prior to the training course	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	4
	<input type="checkbox"/> 5	2
16. Food and accommodation	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	0
	<input type="checkbox"/> 4	1
	<input type="checkbox"/> 5	9
17. Travel arrangements	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	0
	<input type="checkbox"/> 5	8
18. Financial arrangements	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	1
	<input type="checkbox"/> 5	6
19. Comments:		
D. Others		
20. Number of participants	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	0
	<input type="checkbox"/> 4	2
	<input type="checkbox"/> 5	8
	(1= too few/many 5 = Just right)	
21. Active participation in the learning process	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	1
	<input type="checkbox"/> 5	8
22. Interaction with other participants	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	0
	<input type="checkbox"/> 5	8
23. Interaction with lecturers/instructors	<input type="checkbox"/> 1	0
	<input type="checkbox"/> 2	0
	<input type="checkbox"/> 3	1
	<input type="checkbox"/> 4	0
	<input type="checkbox"/> 5	9
24. Comments:		

E. Strengths, weaknesses and suggestions

25. What I liked about this course:

26. What I found less relevant or didn't like:

27. Please make at least one suggestion how to improve this course

28. Any other comments?

Annex 22.

MANUAL ON USING THE TRAINEE DATABASE

The Trainee worksheet

When making entry to the Trainee worksheet, you should only enter a single Course Code and PinNo in the respective columns.

A150		fx CD13/CD11/CD04		
	A	B	C	D
1	Course Code	PinNo	Name	Gender
150	CD13/CD11/CD04	A0148	Abdyldaev Syezdbek	Male
151	CD13	A0149	Rakhmonbekova Halima	Female

In the above example the participant A0148 attended Courses C013, C011, C004.

B152		fx A0148		
	A	B	C	D
1	Course Code	PinNo	Name	Gender
150	C011	A0148		
151	C004	A0148		
152	C013	A0148	Abdyldaev Syezdbek	Male

The correct way to enter the Course Codes and PinNo is as above keeping one row per course and repeating the PinNo.

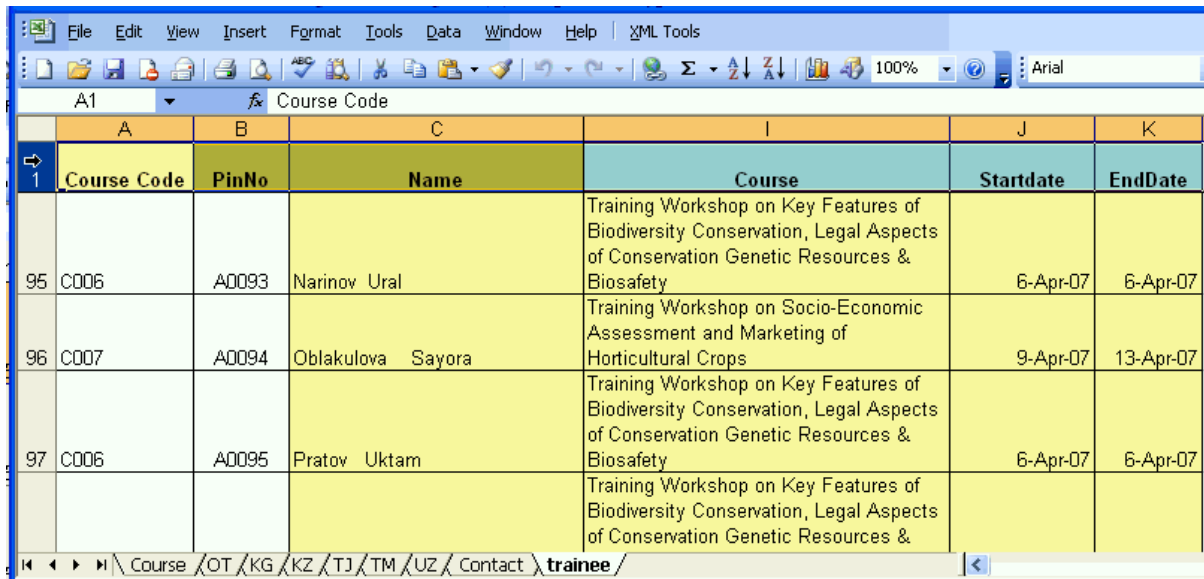
K	L	M	N	O
EndDate	Update formulas for Trainee database			
11-Jul-08				

Click on the Update formulas for Trainee database button after you finish entry.

A150		fx C011		
	Name Box	B	C	D
1	Course Code	PinNo	Name	Gender
150	C011	A0148	Abdyldaev Syezdbek	Male
151	C004	A0148	Abdyldaev Syezdbek	Male
152	C013	A0148	Abdyldaev Syezdbek	Male

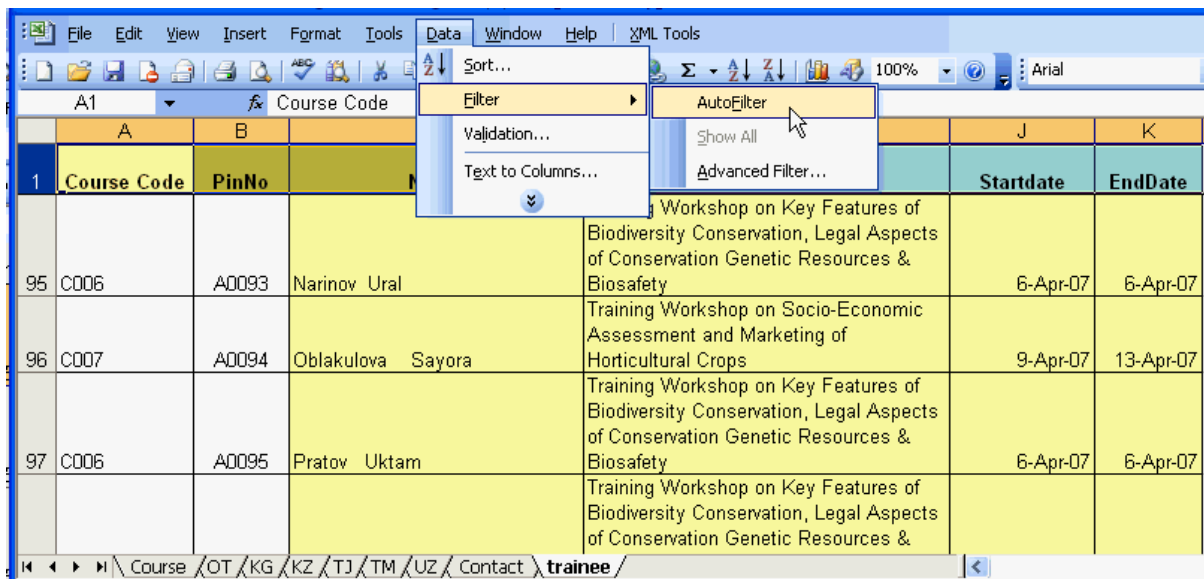
The complete table for A0148 attending various courses.

Filtering for data



	A	B	C	I	J	K
1	Course Code	PinNo	Name	Course	Startdate	EndDate
95	C006	A0093	Narinov Ural	Training Workshop on Key Features of Biodiversity Conservation, Legal Aspects of Conservation Genetic Resources & Biosafety	6-Apr-07	6-Apr-07
96	C007	A0094	Oblakulova Sayora	Training Workshop on Socio-Economic Assessment and Marketing of Horticultural Crops	9-Apr-07	13-Apr-07
97	C006	A0095	Pratov Uktam	Training Workshop on Key Features of Biodiversity Conservation, Legal Aspects of Conservation Genetic Resources & Biosafety	6-Apr-07	6-Apr-07

Select row 1 of Trainee worksheet.



	A	B	C	I	J	K
1	Course Code	PinNo	Name	Course	Startdate	EndDate
95	C006	A0093	Narinov Ural	Training Workshop on Key Features of Biodiversity Conservation, Legal Aspects of Conservation Genetic Resources & Biosafety	6-Apr-07	6-Apr-07
96	C007	A0094	Oblakulova Sayora	Training Workshop on Socio-Economic Assessment and Marketing of Horticultural Crops	9-Apr-07	13-Apr-07
97	C006	A0095	Pratov Uktam	Training Workshop on Key Features of Biodiversity Conservation, Legal Aspects of Conservation Genetic Resources & Biosafety	6-Apr-07	6-Apr-07

To start the filter, select Data|Filter|AutoFilter. Drop down boxes will appear besides the header title in row 1.

1	Course Code	PinNo	Name	Gender	Country of Residence	Position	InstCo	Employment Institute
	C001							Research Inst Viticulture (St Association "I)
3		A0035	Ishmatov Khusein	Male	Tajikistan	Head	TJ001	
3		A0036	Kalandarov Rustam	Male	Tajikistan	Senior Scientist	TJ001	Research Inst Viticulture (St Association "I)
4		A0047	Rozyev Allamyrat Meredovich	Male	Turkmenistan	Senior Scientist	TM001	Research Inst Water Manag

From the Course Code dropdown box, select C001.

1	Course Code	PinNo	Name	Gender	Country of Residence	Position	InstCo	Employment Institute
7	C001	A0006	Kovalchuk Irina Yuryevna	Female	Kazakhstan	Senior Scientist	KZ003	Research Institute of Horticulture and Wine Making Kazakh Research-Production Center of Processing and Food Industry
9	C001	A0008	Serdyukov Yuriy Grigoryevich	Male	Kazakhstan	Senior Scientist	KZ002	Southern-Kazakhstan Research Institute of Agriculture
18	C001	A0017	Alakenov Almaz	Male	Kyrgyzstan	Assistant of Forestry Department	KG009	Institute of Forest and Nut-Production of National Academy of Sciences
37	C001	A0035	Ishmatov Khusein	Male	Tajikistan	Head	TJ001	Research Institute of Fruit Growing & Viticulture (Scientific & Production Association "Bogparvar")
38	C001	A0036	Kalandarov Rustam	Male	Tajikistan	Senior Scientist	TJ001	Research Institute of Fruit Growing & Viticulture (Scientific & Production Association "Bogparvar")
49	C001	A0047	Rozyev Allamyrat Meredovich	Male	Turkmenistan	Senior Scientist	TM001	Research Institute of Agriculture & Water Management
50	C001	A0048	Taganmyradova Meretgul Shamieva	Female	Turkmenistan	Associate Scientist	TM002	Garrygala Scientific & Production Centre of Plant Genetic Resources
60	C001	A0058	Mukhamedjanova Flora Iminjanovna	Female	Uzbekistan	Senior Scientist	UZ009	Institute of Botany and Botanical Gardens of Academy of Sciences
62	C001	A0060	Khasanov Khamidulla Mukhtorovich	Male	Uzbekistan	Associate Scientist	UZ004	Uzbek Research Institute of Plant Industry
63	C001	A0061	Nikolayi Lyutsian Victorovich	Male	Uzbekistan	Senior Scientist	UZ008	Research Institute of Forestry
66	C001	A0064	Nazarov Parkhod Tojaddinovich	Male	Uzbekistan	Associate Scientist	UZ004	Uzbek Research Institute of Plant Industry
67	C001	A0065	Adylkhanov Sobir Aripovich	Male	Uzbekistan	Director	UZ008	Research Institute of Forestry
69	C001	A0067	Salieva Yakut Sabirovna	Female	Uzbekistan	Director Deputy on Science	UZ009	Institute of Botany and Botanical Gardens of Academy of Sciences
157	C001	A0153	Nazarov Parkhod	Male	Uzbekistan	Scientist	UZ004	Uzbek Research Institute of Plant Industry

The result is that you have the list for course code C001. You can highlight and copy to another workbook for sending out or to paste in the Word file for reporting. Records filtered have blue row number.

It is therefore possible to list out course attended by a participant either based on PinNo or by name. You can do a combination of filter. Example if you want to know all Female participants from Course C001.

On drop down box of Gender column select Female and on drop down box of Course Code select C001.

	A	B	C	D
1	Course Cod	PinNo	Name	Gender
2	C010	A0001	Mkhitarian Ruzanna	Female

	A	B	C	D
1	Course Cod	PinNo	Name	Gender
	C001	A0001	Mkhitarian Ruzanna	Female
		A0002	Ghalachyan Hasmik	Female

Result is 4 female participants in Course C001.

	A	B	C	D	E
1	Course Cod	PinNo	Name	Gender	Count Reside
7	C001	A0006	Kovalchuk Irina Yuryevna	Female	Kazakhst
50	C001	A0048	Taganmyradova Meretgul Shamievna	Female	Turkmeni
60	C001	A0058	Mukhamedjanova Flora Iminjanovna	Female	Uzbekist:
69	C001	A0067	Salieva Yakut Sabirovna	Female	Uzbekist:
191					

