



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



Regional Workshop
Monitoring and Planning Quality Training
for 2010

13 - 14 April, 2010
Tashkent, Uzbekistan

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

**Regional Workshop
Monitoring and Planning Quality Training for 2010**

*13-14 April 2010
Tashkent, Uzbekistan*

Brief summary

A regional workshop on “Monitoring and Planning Quality Training for 2010” was organized within the Bioversity International/UNEP-GEF Project “*In situ*/On farm conservation and use of agrobiodiversity (fruit crops and wild fruit species) in Central Asia”, on 13-14 April 2010, in Tashkent, Uzbekistan. Thirteen national partners from Kazakhstan, Tajikistan, Turkmenistan and Uzbekistan participated in the workshop. Per Rudebjer, Scientist, Capacity Development Unit of Bioversity International and Muhabbat Turdieva, Regional Coordinator of the Bioversity International/UNEP-GEF project also attended the workshop. Kubanichbek Turgunbaev, Regional consultant on training couldn't attend the workshop, due to political situation in Kyrgyzstan.

Day 1, 13 April 2010

Opening of the workshop

Muhabbat Turdieva, Regional coordinator of the Bioversity International/UNEP-GEF project “*In situ*/On farm conservation and use of agrobiodiversity (fruit crops and wild fruit species) in Central Asia” opened the workshop. She welcomed all participants and thanked them for accepting the invitations to participate in this workshop. In her speech, she stated the workshop objectives were to determine the progress made since the last workshop on Capacity building (March 2009), and to outline the further steps for successful implementation of training in 2010.

It was also noted that 2010 is the final year of project implementation and organization of regional training courses is very important for successful completion of the project. The regional training sessions are important for fostering the capacity of stakeholders in using the results and methods of the project, as well as providing an opportunity to share project results with interested groups in five countries of Central Asia. The training courses will strengthen the capacity of interested groups in conservation of fruit crops diversity in Central Asia.

Then, M. Turdieva familiarized workshop participants with the workshop agenda, which included: a) preparation for successful implementation of Regional courses in 2010; b) putting in place a quality management system for training and; c) planning for

sharing of project results when the project ends. List of participants and the workshop agenda are given in Annexes 1 and 2, accordingly.

Further, Per Rudebjer also welcomed all participants and listed the expected outcomes to be achieved during this training workshop, namely: 1) to refine work plan for regional training courses for 2010; 2) to review and agree quality management system for training; 3) to train the participants on use of the database on training; 4) to develop work plan for sharing the project results and methods with different interested groups. The presentation of Per Rudebjer is given in Annex 3.

Session 1. Preparation for successful implementation of Regional courses in 2010

National representatives of partner countries presented reports of project activities implementation in 2009. The speakers highlighted in their presentations information about organized National and Regional training workshops, about status of Regional and National training centers, as well as planned training courses for 2010.

Kazakhstan

Tleu Nurmuratuli, National project coordinator in Kazakhstan, informed that in 2009, within the project, 9 training courses were organized. These were intended for farmers and local communities, as well as for decision makers and scientists. In the frame of the project, 12 training workshops and 2 scientific-practical conferences are planned in 2010. They touch upon such issues related to biodiversity conservation as: analysis of legislation related to agrobiodiversity conservation, assessment of agrobiodiversity of fruit crops with the use of GIS, characteristics of fruit crops biodiversity conservation, farms and cooperatives establishment, documentation and assessment of traditional knowledge on local varieties of fruit crops and wild fruit species. The presentation of Tleu Nurmuratuli can be seen in Annex 4.

Per Rudebjer asked, why the Regional training on “Results of marketing research of nut-crop products” was not organized as planned in October 2009, at the Regional training center in Kazakhstan. Tleu Nurmuratuli explained that lack of necessary marketing specialists on this issue in Kazakhstan caused failure in organization of this training. Muhabbat Turdueva recommended that the training should be carried out in 2010.

Tajikistan

Mavlyuda Ergasheva, responsible person at the Regional Training Center on Apricots, also presented information about project implementation results on Component 4 “Capacity development”. In Tajikistan, on 16-19 June 2009, a Regional workshop was organized on “Cultivation, harvesting, drying and processing of Apricots on farms, small and industrial enterprises”, where 17 representatives participated from, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. Two National workshops were organized on the issues of harvesting, drying and processing of apricots, where 125 trainees participated; on the issues fruit crops cultivation methods 4

round tables were organized; 2 one-day seminars were organized on “Conducting field surveys with the use of new methods of investigation and description of local varieties of fruit crops and wild fruit species and on traditional methods processing and storage for products of local varieties forms of fruit crops”. The presentation about project activities implementation on Component 4 in Tajikistan is given in Annex 5.

Turkmenistan

Maral Kasimova, assistant of National project coordinator in Turkmenistan, reported that in Turkmenistan 1 Regional and 2 National training centers were established and are functioning well. In 2009, several mobile training courses were organized on grafting, pruning, irrigation, fertilizer application and on establishment fruit crops nurseries for more than 200 farmers from 8 districts of the Republic. A training workshop for decision makers was organized on characteristics of biodiversity conservation and biosecurity in Turkmenistan. Workshops took place on methods for improvement of natural and artificial regeneration of wild pistachio stands, as well as on methods of conservation of wild relatives of horticultural crops and on selection of the best forms of wild relatives of fruit crops. Maral Kasimova emphasized that the main issue in organization of training workshops in Turkmenistan is the complexity of getting permission from local administration and government. The presentation about project activities implementation on Component 4 in Turkmenistan is given in Annex 6.

Uzbekistan

Further, Abdukhalil Kayimov, National project coordinator in Uzbekistan, informed that in Uzbekistan a Regional training center on molecular markers was established at the Institute of Genetics and Experimental Biology of Plants. In November 2009, a Regional workshop was organized on use of molecular markers in assessment of plant genetic resources diversity. Abdukhalil Kayimov stated that the evaluation of the organized workshop was very helpful, since it identified imperfections of the workshop such as shortage of time for successfully carrying out experiments and obtaining corresponding results. These recommendations will be taken into consideration in further organization of such training courses. In the frame of this workshop, training materials were developed on use of molecular markers in the assessment of plant genetic resources diversity, and currently these materials were submitted for the donors’ review and approval for publication. It was announced that a similar workshop is planned in August 2010. In October 2010, a conference will take place on “Conservation and sustainable use of biodiversity of agricultural crops and their wild relatives”. The presentation about project activities implementation on Component 4 in Uzbekistan is given in Annex 7.

Kyrgyzstan

Due to absence of representatives from Kyrgyzstan, Muhabbat Turdieva informed that in 2009, a high quality workshop on assessment of distribution and diversity level of walnut was organized. The workshop took place at the Regional training center on

Walnut, established at the Research Institute of Forestry of National Academy of Sciences of Kyrgyz Republic.

Recommendations for 2010

Then Muhabbat Turdieva summarized the issues and difficulties in organizing all workshops in 2009, which included:

- 1) late submission of the list of participants in workshops or training courses by partners in countries, which resulted in delay in arrangement of documents for visa,
- 2) absence of corresponding hand-out materials for workshop participants,
- 3) poor preparation by trainers in the workshops (e.g. absence of presentation slides),
- 4) irrelevance of some lectures with respect to the workshop/training course agenda.

Therefore, Muhabbat Turdieva recommended participants to take these points into consideration when organizing planned training courses in 2010.

Per Rudebjer also recommended to make effective use of the potential of regional training centers, to benefit from the accumulated capacity of the region.

To refine the training work plan of each country for 2010, the workshop participants worked in groups with representatives of their respective country. They identified subject areas, goals and expected outcomes of the planned training courses in 2010. During the group work the following points were made:

1. In order to improve economic knowledge of fruit-growers, regional workshop on new socio-economic methods of management and conservation of fruit crops biodiversity will be organized.
2. In Tajikistan, a workshop on propagation, establishment and maintenance of apricot orchards will be organized, in which the trainees will be able to get familiar with the results of latest effective developments. This would lead to increased profitability of farms and would contribute to conservation and use of agrobiodiversity in Central Asia.
3. In Turkmenistan, a workshop is planned on traditional methods of conservation and processing of pomegranate.
4. In Uzbekistan, regional training on use of technologies of molecular markers in assessment of fruit crops diversity will be organized, including methods for molecular characterization of fruit crops varieties. The results of groupworks are given in Annex 8.

Next Muhabbat Turdieva led a group work session to define factors for successful training in 2010. As a result of joint work of the workshop participants, it was agreed that following points are needed for a successful training organization:

- 1) agenda and date of seminar agreed upon well in advance;
- 2) availability of trainers presentations;

- 3) high-quality handout materials;
- 4) quality training materials;
- 5) qualified instructors;
- 6) information on demonstration plots;
- 7) qualitative visual material;
- 8) information on practical courses;
- 9) use the evaluation results of previous training courses for improving the organization of training;
- 10) provision of all administrative requirements for training organization and stay of trainees.

Session 2. Putting in place quality management system for training

Muhabbat Turdieva presented the Regional database on training and the manual for updating it, which have been developed by K.T. Turgunbaev, Regional consultant on training. The Regional database on training is elaborated for data collection on organized training courses including name, type, venue, date and duration of the training courses, and name of the organizer institutions.

It was noted that all information about a training course should be entered to the database within 10 days after completion of the course. National consultants on training bear responsibility for timeliness and accuracy of the all entered information. Muhabbat Turdieva demonstrated the process of entering information to the database and possibilities of the use of function “autofilter” of the software Excel with practical examples. Manual for updating the database on training is given in Annex 9. The first day of the workshop finished with practical training on entering data in the training database.

Day 2, 14 April 2010

Session 2. Putting in place quality management system for training

Muhabbat Turdieva, Regional project coordinator welcomed workshop participants and presented the agenda of the second day of the workshop. This agenda included such issues as: status of training materials development process; review of the guide for development of training materials; procedures of review and approval of the prepared training materials for publication in the frame of the project; group work for identification of main results and methods on each component of UNEP-GEF project; plenary discussion to determine the procedures of project results sharing with different interested groups, and development of work plan for 2010.

Per Rudebjer presented the training materials development process, which included following sequence:

- 1) authors develop training materials;

- 2) the prepared training materials are submitted to NPIU for review;
- 3) NPIU gives recommendations on the prepared materials;
- 4) NPIU sends the prepared and agreed materials to the Regional project implementation unit for further review and agreement by Regional project coordinator and Regional consultant on training;
- 5) Regional consultant on training gives his recommendations on the prepared materials;
- 6) Regional office approves the format of training materials, obtains the donor's approval for publication and sends the permission for publication to NPIU.

Instruction on review and approval of the prepared training materials for publication is given in Annex 10.

Per Rudebjer also discussed strategies for exchange of training materials, explaining positive and negative points of the methods for training materials dissemination as:

- distribution in printed format
- putting on internet in PDF format
- distribution of DVDs with materials.

Considering the limited resources and particularities of the region, it was concluded that a combination of all methods is the best option for dissemination of the projects' training materials. The detailed procedures of the training materials development can be seen in Annex 11.

After the presentation of Per Rudebjer regarding procedures of training materials development, a great number of questions arose among trainees. During the discussion of these questions, it was clarified that:

- 1) The Regional Consultant should review all training materials of the project;
- 2) All training materials, prepared under the project should be translated into Russian;
- 3) If there is no possibility of translating training materials into Russian on the level of NPIU, a professional translator should be hired;

NPIU bears responsibility for design and grammar quality of the training materials. During the discussion, it was also agreed that process and responsibility for review, proofreading and editing of training materials should be also clarified in the procedure of training materials.

Muhabbat Turdieva then presented a "Guide for development of training materials", developed by the Regional consultant on training, Kubanichbek Turgunbaev. The guide includes the following sections:

- stages in the process of training materials development,
- analyzing the situation,

- designing training materials,
- developing training materials,
- evaluating training materials effectiveness,
- general recommendations on the development of training materials, and also
- sample structure of training materials.

“The guide on development of training materials” is attached in Annex 12 of this report.

Then, training participants reviewed the National work plans for development of training materials, and where necessary made corrections and additions. Thus, the list of training materials planned to be developed by National partners from Tajikistan, were completed with the following items:

- “Local varieties of peach in Tajikistan”;
- “Methods of drying apricot fruits in Tajikistan”,
- “Fertilizing of Apricot garden”,
- “Use of dried apricot fruits in preparation of national meals”.

The Assistant to National coordinator in Turkmenistan presented the updated plan for development of training materials for 2010, which contains following materials:

- “Cultivation of local varieties and forms of pomegranate
- “Processing and storage of products of local fruit crops varieties”;
- “Methods of selection of the best forms of pistachio”,
- “Methods of natural regeneration of wild forms of pistachio and almond”, and
- Training module on “improving legislative knowledge of farmers”.

The National plans for development of training materials for 2010 can be seen in Annexes 13-17.

Finally, the workshop participants practiced how to use of the training materials evaluation form (Annex 1 of the guide for development of training materials). The participants evaluated some training materials published in the frame of the project in Uzbekistan.

Session 3 Planning for sharing the results when the project ends

The third session of the workshop began with group work of representatives of each country. Each group identified key project results at national and regional levels for project components: “Legislation and public awareness”, “Knowledge”, “Partnership” (Table 1). The detailed group work results can be seen in Annex 18.

Table 1. Key project results

Project component	Key project results
Legislation and public awareness	increased public awareness about values and importance of fruit crops by publishing

	recommendations, booklets, posters and creating videos
Knowledge	Identification of new local varieties of fruit crops, establishment of demonstrative plots and nurseries, and organization National and Regional training workshops.
Partnership	partnership agreements between RI and farmers, establishing communication between partners and designing web-sites

Then, using “brainstorming”, the participants identified ways for further dissemination and integration of the reached project results focusing on such groups as: 1) farmers and farmers associations; 2) forestry specialists; 3) decision makers; 4) NGOs, 5) researchers and universities (Table 2). The detailed methodology for integration of the achieved project results is given in Annex 19.

. Table 2. Strategies for sharing achieved project results

Target group	Strategies for sharing results
Farmers and farmers associations	<ul style="list-style-type: none"> • Organize on field workshops; • Organize necessary conditions to exchange traditional knowledge; • Distribute handout materials; • Organize workshops at provincial level; • Organize broadcastings on National TV channels.
Forestry staff:	<ul style="list-style-type: none"> • Organize workshops with demonstration of videos; • Organize distribution of the printed products; • Organize competitions for children at schools.
Decision makers	<ul style="list-style-type: none"> • Organize round tables; • Develop proposals on promotion of farmers, who cultivate and multiply local varieties of fruit crops.
NGOs	<ul style="list-style-type: none"> • Propose partnership in implementation of project results (in organization of trainings and production of publications); • Increase public awareness on project results for further disseminations
Researchers and universities	<ul style="list-style-type: none"> • Distribute of scientific articles and recommendations; • Organize lecture courses at Universities on project results (elective); • Demonstrate videos • Produce booklets and posters.

Annexes 20 and 21 of this report includes two presentations of Kubanichbek Turgunbaev, Regional consultant on training. As mentioned earlier in this report he

was not able to participate in this workshop, but his presentations were given by the Project Coordination on his behalf.

One presentation was devoted to Regional training courses and informed about training courses organized in 2009 and also analyzed training courses which did not take place due to certain reasons. The following problems in the organization of Regional training workshops were identified, including: poor cooperation of NPIU with project partners, training organization timetable doesn't take into account busy periods of farmers, poor motivation of responsible persons for training and poor control on implementation of training. These aspects require particular attention in 2010.

Regarding the component 4 of the project, "Capacity building", Kubanichbek Turgunbaev drew attention to the fact that within the project 22 training courses were organized. They mainly covered issues related to biodiversity management, namely, multiplication and cultivation technologies, methods for supporting natural regeneration, as well as processing, storage and marketing of fruit products. Training courses were organized for researchers and instructors on application of new methods of surveys, joint approach in studying biodiversity of fruit crops and preparation of facilitators. In order to increase public awareness about services provided by training centers, it was proposed to develop booklets, elaborate databases and put the information on web site of the project.

In 2009, the list of national instructors for training courses and workshops was updated.

At the end of the workshop, the participants were asked to assess the workshop, and to provide comments and recommendations. In general, participants rated the seminar as positive, emphasizing the good level of organization and adequate workshop program. There were suggestions on increase the duration of regional training workshops and organize distribution of workshops' reports and training materials presented at regional workshops among national and regional training centers. The evaluation results of the workshop are presented in Annex 22.

**List of participants of
Regional Training Workshop on "Monitoring and Planning the Organization Quality Training for 2010"
13-14 April 2010
Tashkent, Uzbekistan**

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Agenda
Workshop on Monitoring and Planning Quality Training 2010
13-14 April, 2010 in Tashkent, Uzbekistan




Time	13 April 2010	14 April 2010
9.00 - 10.30	Opening Session <ul style="list-style-type: none"> ▪ Opening address - (Muhabbat Turdieva) ▪ Opening address - (Per Rudebjer) ▪ Overview of workshop objective and program - (Per Rudebjer) ▪ Update on Project Component 4. Capacity Building: progress since the 2009 regional workshop - (Turgunbaev K.T.) 	Session 2. To put in place a quality management system for training (Cont) <i>(Facilitator: Turgunbaev K.T.)</i> <ul style="list-style-type: none"> ▪ Introduction to the quality management system for training <ul style="list-style-type: none"> - Status of training materials - Guidelines on training materials development - Procedure on review and approval of prepared training materials for publication within the project
10.30-10.45	Coffee-break	Coffee-break
10.45-12.30	Session 1. To prepare for successful implementation of regional courses 2010 <i>(Facilitators: Per Rudebjer and Turgunbaev K.T)</i> <ul style="list-style-type: none"> ▪ Presentation of plans for regional training courses in 2010: <ul style="list-style-type: none"> - Reporting on constrains faced in 2009, and actions taken to address them - Plans for regional training 2010: Course objectives, topics to be covered, expected results (National Training Consultants – 10 min. each) ▪ Plenary discussion to identify ways to successfully organize regional courses in 2010 	Session 3. To plan for sharing the project results <i>(Facilitators: Per Rudebjer and Muhabbat Turdieva)</i> <ul style="list-style-type: none"> ▪ Introduction ▪ Group work to identify important results and methods in each Project Component of the UNEP-GEF project – (National Project Coordinators)
12.30-13.30	Lunch	Lunch
13.30-14.30	<ul style="list-style-type: none"> ▪ Updating the plans for regional training courses in 2010 Session 2. To put in place a quality management system for training <i>(Facilitator: Turgunbaev K.T.)</i> <ul style="list-style-type: none"> ▪ Database on training - (K.T.Turgunbaev) ▪ Guidelines on updating information in the trainings databases 	<ul style="list-style-type: none"> ▪ Plenary discussion to identify how to share project results and methods with different user groups <ul style="list-style-type: none"> - Target user groups - What mechanism to use? (E.g.: information sheets, project Website, working with schools and universities, etc.)
15.30-15.45	Coffee-break	Coffee-break

15.45-17.00	▪ Working with the Database (Group work)	▪ Action plan for 2010 ▪ Summary and workshop closing 19.00 Farewell Dinner
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Reviewing the capacity building component of the project “*In situ*/On farm conservation and use of agrobiodiversity in Central Asia”

Per Rudebjer,

*Scientist – Education and capacity development unit
Bioversity International*




2nd Regional Workshop on

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

April 13-14, 2010, Tashkent, Uzbekistan

Per Rudebjer
Scientist – education and capacity development



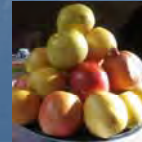
Quick background

- 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

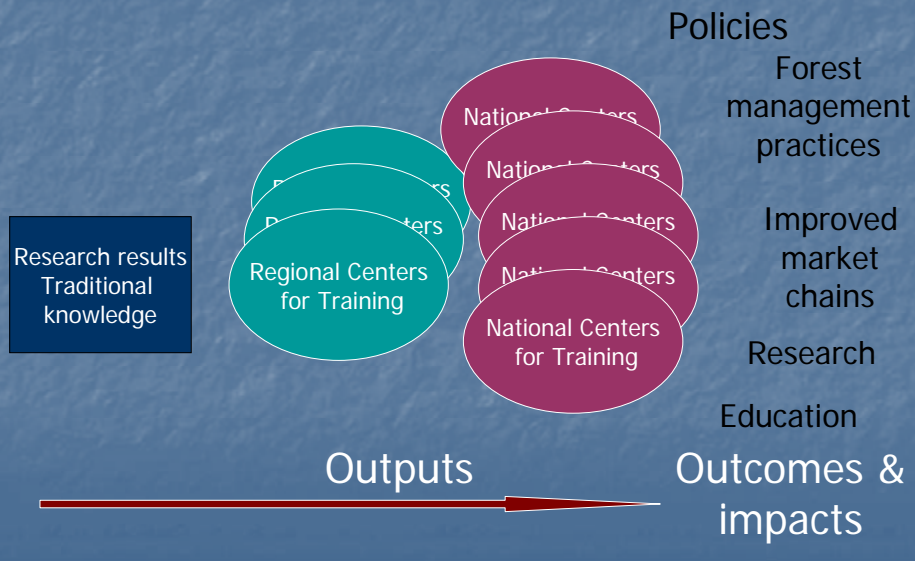
1. Provide **options to policy-makers** for strengthening legal and policy frameworks;
2. **Assess, document, and manage local varieties** of horticultural crops and wild fruit species in a sustainable way
3. Promote **broad stakeholder participation**, representative decision making, and strong partnerships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



Knowledge flow



Strategies for scaling up



Issues discussed in 2009

- 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

Are these questions still valid in 2010?



Objectives of 2nd regional training workshop

1. To prepare for successful implementation of regional courses in 2010
2. To put in place a quality management system for training
3. To plan for sharing the results when the project ends



1. To prepare for successful implementation of regional courses in 2010

- What were the constraints in implementing training in 2009?
- How have these constraints been addressed?
- Sharing information on the detailed plans for each regional training course
- How to include key project results and methods in the planned regional training courses?
- Planning for successfully organizing regional training in 2010



2. To put in place a quality management system for training

- Guidelines for training materials development
- Guidelines for review and approval of training materials
- Evaluation of training
- Training database



3. To plan for sharing the results when the project ends

- Update on the most important results and methods for each Project component
 - Output 1. Policy options
 - Output 2. Knowledge and methodologies
 - Output 3: Broad participation and strong partnerships/links
- Which user groups shall we share results with?
- What mechanisms to use for sharing results with each user group?
- What activities should we do in 2010?



Outputs of the workshop

- Updated plan for regional training in 2010
- Quality management system reviewed and updated
- Participants trained in using the training database
- Action plan for sharing project results and methods with user groups
- A workshop report will be produced in Russian, with a summary in English



Progress report on component 4 of the project: “Capacity building” in Kazakhstan

Tleu Hurmuratuli,

National Project Coordinator in Kazakhstan



**BIOVERSITY INTERNATIONAL/UNEP-GEF PROJECT “IN SITU/ON FARM
CONSERVATION AND USE OF AGRO BIODIVERSITY (HORTICULTURAL CROPS AND
WILD FRUIT SPECIES) IN CENTRAL ASIA”
(COMPONENT KAZAKHSTAN)**

Tleu Nurmuratuly,
National Project Coordinator
presentation
13 April, 2010

ROUNDTABLES, ORGANIZED IN 2009.					
2009 г.					
№	Name of the training, workshop	Number of participants	Venue	Date	Type of participants (farmers, decision-makers, etc.),
1	Ways of reviving Almaty Aport –ancient apple variety	30	Kazakh SRI of horticulture and viticulture, Almaty	6 March, 2009	Farmers, researchers decision-makers
2	Organization of nurseries, improving productivity of orchards and vineyards	46	Village Zhemisty, Saryagash district of South Kazakhstan province.	17-18 March, 2009	Farmers, local people
3	Organization of nursery and improving productivity of apple orchards	32	Village Merke, Jambyl Province	18-20 March, 2009	Farmers, local people

CONTINUATION					
4	Improving the technology of growing local varieties of fruit crops	36	Village Katartalsk, Eskeldin District of Almaty Province	11 August, 2009	Farmers, local people
5	Meeting of farmers – horticultures of Eskeldin District, Almaty Province on issue of establishing association of farmers-horticultures	25	Tekeli city, Almaty province	12 August, 2009	Farmers
6	Increasing knowledge on economics of farmers-horticultures	26	Village Katartalsk, Eskeldin District of Almaty Province	13 August, 2009	Farmers
7	Setting up production of planting material of fruit crops and grapes	19	Almaty	4 September, 2009	Farmers, decision-makers,

CONTINUATION					
8	Increasing knowledge on economics and efficiency of farming	26	Village Tassai, Sairam District of South Kazakhstan Province	21 October, 2009	Farmers
9	Improving quality of planting material of fruit crops and grapes	27	Village Karakemer, Enbekshikazkh District of Almaty Province	28 October, 2009	Farmers, decision-makers

EXHIBITION OF APPLE FRUITS IN VILLAGE KARATAL



TRAINING WORKSHOP IN VILLAGE KARATAL



WORKSHOP IN VILLAGE KARAKEMER



PLANNED WORKSHOPS, ROUNDTABLES AND SCIENTIFIC- PRACTICAL CONFERENCES FOR 2010

##	Name of the training	Venue	Date	Duration, days
1	Regional Workshop: "Socio - economic methods of management and conservation of biodiversity of fruit crops"	Almaty, Kazakhstan	July	3

CONTINUATION

##	Name of the training	Venue	Date	Target group
1	The art of communication with farmers (training of facilitators)	Almaty	18, February	Researchers, instructors
2	Management of genetic resources of fruit crops	Almaty	April	Researchers, instructors
3	Application of new methods of examination and international descriptors for assessment of mountain fruit forest	Village Talgar, Almaty State Nature Reserve	May	Researches, instructors, forest enterprises workers

CONTINUATION

##	Name of the training	Venue	Date	Target group
4	Analysis of regulatory enactments on conservation of agrobiodiversity	Almaty	May	Researches, instructors
5	Assessment of distribution of fruit crops agrobiodiversity with application GIS programme	Almaty	June	Researches, instructors
6	Assessment of local varieties of fruit crops and grapes, the technology of their cultivation	1) Village Merke , Merken nursery, Jambyl Province 2) Village Kratal'sk, CF "Bayhmetova", Almaty Province 3) Village Turarkent, CA "Koktal", South Kazakhstan Province	May August September	Farmers, Local people
7	Features of conservation of biodiversity of fruit crops	Almaty	June	Decision-makers

CONTINUATION

##	Name of the training	Venue	Date	Target group
8	Establishment of farmers' associations, cooperatives in Zhambyl and South Kazakhstan Provinces	Merken District of Jambyl Province Tulkubass District of South Kazakhstan	May September	Farmers, local people, foresters
9	Methods of processing and storage of horticultural products	Enbeshikkazakh District of Almaty Province	August	Farmers, local people
10	Methods of promoting natural regeneration of wild relatives of fruit crops and traditional methods of selection of promising forms	Village Turgen, Almaty Province	September	Forest enterprises workers
11	Documentation and assessment of traditional	Village Talgar, Almaty Province c	August	Researches, instructors

CONTINUATION

##	Name of the training	Venue	Date	Target group
12	Republican scientific-practical conference: "Problems of development of Horticulture and Viticulture"	Almaty	October-November	Researches, farmers, decision-makers
13	Scientific-practical conference: "Mountain fruit forests - the source of a unique gene pool"	Almaty	November	Researches, forest enterprises workers

TRAINING WORKSHOP ON THE ART OF COMMUNICATION



THANK YOU FOR ATTENTION!



**Report on organization of workshops, trainings and round tables
in 2009 in Tajikistan,**

Mavlyuda Ergasheva,

*Head of Laboratory of biochemistry of fruit crops and vegetables,
Soughd branch of Tajik RI of Horticulture*





- Biodiversity International/UNEP-GEF Project
" *In situ*/On farm conservation and use of
agro biodiversity (horticultural crops and
wild fruit species) in Central Asia"
component "Tajikistan"

• Report on training – organizations of
workshops, trainings, roundtables

Tashkent - 2010

1

Outcome 4.
Opportunities for training and organization of events on
support of *in situ*/on farm conservation and use of fruit crop
genetic resources have been created

- **4.2 To establish National training centers on priority fruit crops**
- National training centers on priority fruit crops were established in NGO "Bogparvar" (21a, Rudaki Ave., Dushanbe) and in Pamir Biological Institute (1, Holdorov st., Khorog). Centers are provided with all necessary equipment for holding planned trainings of all target groups

2

Outcome 2.

Knowledge and methodologies of *in situ* / on-farm conservation and use of fruit crops and their wild relatives are available, distributed and used

- **2.10 To expand farmers' and local communities' knowledge in marketing of horticulture products**
- Issues on conservation of fruit crops and their wild relatives, marketing of farmers product were covered at workshops and roundtables. Marketing researches are ongoing.

3

Outcome 4.

Opportunities for training and organization of events on support of *in situ*/on farm conservation and use of fruit crop genetic resources have been created

- **4.4 To develop training materials and programs for different categories of trainees**
- Modules of training programs for workshops were developed

4

Outcome 4.

Opportunities for training and organization of events on support of *in situ*/on farm conservation and use of fruit crop genetic resources have been created

- Regional Workshop on cultivation, harvesting, drying and processing of apricot in farms, small and industrial enterprises was organized from 16 to 19 June, 2009 . It was attended by 17 representatives from Turkmenistan, Kyrgyzstan, Kazakhstan, Uzbekistan and Tajikistan.

6



**Regional workshop on
drying and processing of
apricot,
16-19 June, Khujand**



7



8

Outcome 2.

Knowledge and methodologies of *in situ* / on-farm conservation and use of fruit crops and their wild relatives are available, distributed and used

- **2.2 To study and disseminate the experience of farmers and local people in growing, processing (drying, etc.) and storage of products of local varieties of fruit crops and their wild relatives**

Two workshops on harvesting, drying and processing of apricot were organized

- on 22 May, 2009, in Khuroson district of Khatlon region, which was attended by 45 people
- on 7 June, 2009, in Bokhtar district of Khatlon region, where products of farmers-horticultures were demonstrated. 80 people attended the event. Besides, participants examined the peach orchard, where 17 varieties of early maturity peach were planted in Djaloliddin Rumi district.

9

Outcome 4.

Opportunities for training and organization of events on support of *in situ*/on farm conservation and use of fruit crop genetic resources have been created

- One-day workshop for trainers and researchers (10 people) on theme "Methodology of conducting field surveys using new methods of surveys and descriptions of local varieties of fruit crops and their wild relatives" was held in August, 2009, in Regional training centre on apricot of Sughd region;
- One-day workshop for farmers and local people (20 people) on theme "Traditional methods of processing and storage of local varieties and forms of fruit crops" was held in September in the same place

10



**Workshop in
Regional
training center**

11

Roundtables



13

Outcome 1.

Tactics to support farmers and local communities *in situ* / on-farm conservation of local varieties of fruit crops and their wild relatives is available and used

- **1.5 To support participation of farmers and local communities in project activities**

Four round-table discussion on theme: "Methods of cultivation of fruit crops" were held

- On 7 May in Faizabad district
 - On 16 September in Istaravshan district
 - On 24 September in Ainin district
 - On 22 October in Isfarin district
- Representatives of districts' Hukumats and Jamoats , farmers, tenants and amateur horticulturists participated in roundtables

12

Workshops and trainings



14

Workshops and trainings



14

Workshops and trainings



11-12 January, 2010

3-4 February, 2010

15



Workshop on legislation
21 January, 2010, Dushanbe

16





**Thank you
for attention**

Progress report on component 4 “Capacity building” in 2009 in Turkmenistan



Maral Kasimova,

Assistant to National Project Coordinator in Turkmenistan



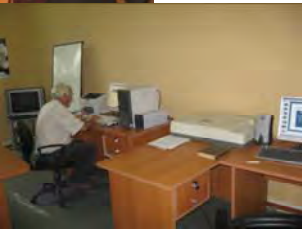


Progress report on component 4 “Capacity building”

TURKMENISTAN



Regional and National training centers

- Established **Regional** training center on at pomegranate at Scientific Production Experimental Center on PGR, named after Makhtumkuli
- Established **National** training center on fruit crops at the Research Institute of farming
- Established National training center on pistachio at National Institute of Desert, Flora and Fauna





Training centers are provided with necessary equipment for training, collecting and data analysis (computers, scanners, telephones, faxes, printers, laptops, LCD projectors, TV sets, DVD players, camera etc.)



Training courses Regional training courses

Since the beginning of the project 15 trainees participated in training workshops on different aspects for supporting *In situ/On farm* conservation and use of genetic resources of fruit crops (on assessment agrobiodiversity of fruit crops and wild fruit species, on socio-economic assessment (techniques of surveys, descriptors and preparation of reports), on collection and analysis of data during discussions in focal groups, on public awareness, on market studying and development and management of marketing strategies)





Trainings on National level



GEF

- National project implementation unit organized training workshops for dissemination skills obtained during Regional trainings among National project partners;
- On 2 July 2008, organized a training workshop for decision makers on particularities of biodiversity conservation and biosecurity of Turkmenistan;
- English courses organized for researchers and instructors;
- For increasing computer literacy, all training centers are provided with the latest tutorials on PC use



Trainings among farmers, local population on cultivation and multiplication technologies local varieties of fruit crops and wild fruit species



GEF

- Organized mobile trainings for farmers on inoculation, forming, pruning and garden maintenance works
- On pistachio engrafting – Serkhetabad etrap, on 1-7 June 2008 (National institute of desert, flora and fauna)
- On forming, pruning and garden maintenance works on 20-29 January 2008, (Institute of Farming)





GEF

Trainings 2009

- On grafting, pruning and establishment of almond nurseries on farms of Makhtumkuli and Bakharden etrap within the project (6-12 March 2009)
- On grafting, pruning and establishment of pistachio nurseries on farms of Serkhetabad (Kushki) etrap of Mari velayat (24-28 February 2009)



GEF

Trainings 2009

Organized joint training workshops for farmers and researchers on field.

Training of farmers on establishment of gardens, pruning, forming

- Kaka etrap, farm "Parakhat" (13-15 February 2009)
- Geok-tepe etrap, farm "Ovadan depe", "Akgonur"(20 -22 February 2009)
- Rukhabat etrap, farm "Ak dashayak" (6,7 March, 2009);
- Gyaver etrap, farm "Yashil depe" (14,15 March 2009)





GEF

Trainings handbook

- Recommendations on maintenance of fruit trees (pear, apricot, alycha) during the year with implementing all types of agro technical activities, considering soil-climatic conditions of Turkmenistan were developed, by U.S. Kerimova, (PhD of Agricultural Sciences, Senior Scientist at the Institute of Farming), for farmers, gardeners, land tenants
- Recommendations on establishment of pistachio plantations (methods of agrotechnics) were developed by scientists of National Institute of Desert, Flora and Fauna, N.E.Zverev (PhD, Leading Scientist), A.Ch. Ataev (Senior Scientist), G. Atakhanov (Scientist). In these recommendations, it is described the methods of agrotechnics, used in establishing pistachio stands in arid areas. The recommendations were developed for farmers, land tenants and gardeners.



GEF

Issues in the process of implementation of component 4 “Capacity building”

- Lack of a clear plan for trainings
- Lack of a quality communication
- Absence of internet
- Organization of joint workshop with participation of large number of farmers



GEF

Recommendations for improvement

- To develop a well coordinated trainings work plan
- To establish communication network

Progress report on component 4: “Capacity building” in 2009 in Uzbekistan

*Abdulkhalil Kayimov,
National Project Coordinator in Uzbekistan*



Bioversity International/UNEP – GEF Project
“In Situ/On farm conservation and use of agrobiodiversity
(fruit crops and wild fruit species) in Central Asia”
(component Uzbekistan)

Regional Training on Monitoring and Planning Quality Training
2010
13-14 April 2010, Tashkent, Uzbekistan


ABDIKHALIL KAYIMOV
NATIONAL PROJECT COORDINATOR

Tashkent, 2010

On National level

3-4 July 2009, a workshop on
**“Conducting field surveys with
the use of new methods and
international descriptors”**

The workshop was organized by Uzbek Research Institute of horticulture, viticulture and vine-making, named after R.R. Schreder, by National training center on fruit crops. 14 representatives of Research Institutes and centers, heads of organizations and instructors participated in the workshop.



During the courses, following specialists made speech:

- Yu.M. Djavakyants (Deputy Director on science of Uzbek RI of horticulture, viticulture and vine making) - "Importance of priority fruit crops and analysis of available information",
- E.A. Butkov (Senior Scientist at the RI of Forestry) – "Methods for conducting surveys and biodiversity assessment",
- R.M. Abdullaev (Head of selection department of Uzbek RI of horticulture, viticulture and vine making) – "Selection of plots for surveys of characterization of status of local varieties on farms",
- T.A. Vdovtseva (Senior Scientist at the Uzbek RI of horticulture, viticulture and vine making) – "Analysis and assessment of agrobiodiversity",
- Yu.M. Djavakyants (Deputy Director on science of Uzbek RI of horticulture, viticulture and vine making, *head of the work group*) "Agrobiodiversity assessment and use of descriptors" and "Biodiversity conservation system on farm",
- A.A. Abdurasulov (Deputy Director of Bostanlyk branch, (researcher-instructor) "Cooperation for agrobiodiversity conservation"

Establishment of pistachio stands on leased plots of forest and fruit crops with involvement of local varieties and forms

- The workshop was organized on 11-13 July 2009, on Gallaaral support station of Mirzachul forestry experimental station of Republican Scientific and Production Center for Ornamental Gardenig and Forestry and on farm "SBM Mukhammadamin" in "Farish" district, Jizzakh Province
- 10 representatives of farms of Saraykurgan and Farish districts, and 4 scientists of Republican Scientific and Production Center for Ornamental Gardenig and Forestry attended the workshop



Workshop on agro techniques of viticulture

- **16 farmers** of Kitab district of Kashkadarya Province were trained on agro techniques of viticulture at the workshop, organized in Kitab district of Kashkadarya Province on 24 October 2009
- **8 farmers** improved their knowledge on agro techniques of pomegranate cultivation at the workshop, organized in Sherabad district of Surkhandarya Province on 26 October 2009
- **120 farmers** participated in the workshop on fruit crops processing, organized on 9 November 2009, at the Republican Farmers Association



“Fruits and grapes drying technologies”

- **9 key farmers** of the project from Bukhara province (3 farmers), Samarkand Province (3 farmers), Djizakh Province (1 farmer) and Tashkent Province (2 farmers) participated in the workshop “Fruits and grapes drying technologies” (15-16 December 2009, Samarkand, Uzbekistan), organized by Samarkand branch of RI horticulture, viticulture and vine making, named after R.R. Shreder



Topics of the courses

- Methods of drying grapes and fruits
- Drying of grapes in the vineyard
- Stacked method of drying
- Drying of grapes by boiling under the sun and under the film



Training workshop – Marketing of products of fruit and nut crops

RI Horticulture, Viticulture and Vine making, named after Academician R.R. Shreder, jointly with Tashkent State Agrarian University organized training workshop on Marketing of fruit crops products in agrarian sector

The workshop took place on 11-13 March 2010. At the workshop participated: instructors – researchers UzRI of Plant Industry, Republican Scientific and Production Center for Ornamental Gardenig and Forestry, Scientific and Production Center Botany, UzRI Horticulture, viticulture and Vine making, and farmers from Tashkent Province (12 participants)

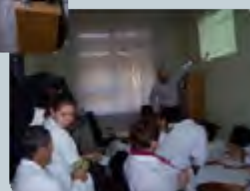


REGIONAL TRAINING WORKSHOPS

- On 23-25 March 2009, 2 representatives of partner organizations of the project in Uzbekistan participated in the workshop on Capacity Building.
- On 21-24 April 2009 at “Regional workshop on Farmers rights and benefit sharing”, N.K. Skripnikov made 2 presentations on analysis of legislation related to farmers’ rights. 7 representatives of partner organizations in Uzbekistan participated in the workshop.
- On 16-19 June 2009, 2 representatives from Uzbekistan (1 farmer and 1 scientist) attended Regional workshop on “Harvesting, drying and processing of Apricot fruits” in Khudjand, Tajikistan.
- On 7-10 July 2009, 3 representatives of partner organizations of the project in Uzbekistan participated in Regional workshop on “Use of DIVA-GIS software”
- 3 representatives of partner organizations and 2 farmers participated in workshop on nut crops, on 19-23 October 2009, in Bishkek, Kyrgyzstan.
- Regional workshop on “Use of molecular markers” was organized in National training center at the RI of Genetics and Experimental Biology of Plants of Academy of Science of the Republic of Uzbekistan, on 23-29 November 2009

Use of molecular markers technologies in assessment of biological diversity of plant genetic resources

- On 23-27 November, a training workshop was organized on Use of molecular markers in research process of PGR.
- **2 representatives** from Uzbekistan were trained on molecular technologies on Regional workshop on “Use of molecular markers in assessment of biological diversity of plant genetic resources” (23 - 27 November 2009, Tashkent, Uzbekistan).



**Use of molecular markers technologies in assessment of
biological diversity of plant genetic resources**
Topics of the course

- 1. Basics of molecular genetics**
- 2. Molecular structure of gene**
- 3. Transcription, translation and biosynthesis of protein**
- 4. Molecular genetics in studying biological systems**
- 5. Introduction to molecular genetics and to its methodology**
- 6. Sequencing of DNA, analysis of sequences of nucleotides**
- 7. Analysis of DNA (qualitative and quantitative)
“Spectrophotometric analysis”**
- 8. “Theoretical basis of methods of PCR analysis”**
- 9. DNA markers in studying genomes**
- 10. Bioinformatics and computer software for analysis of genomic material**

Practical courses

- on sequencing**
- on preparation of biologic material, extraction of DNA from bacterial cells and extraction of DNA from plants**
- on electrophoretic analysis of the extracted DNA in agarose gel**
- on placement of PCR on extracted DNA**
- on analysis of PCR products**

ROUND TABLES



- 12 round tables and 3 mobile workshops were organized.
- In discussions of “Round tables” and mobile workshops participated 248 farmers and land tenants from all provinces of the Republic of Uzbekistan.





Results of group work on trainings work plan for 2010

Country	Title	Date	Goals	Topic	Outcome
Kazakhstan	Regional workshop on training the new socio-economic methods of management and conservation of fruit crops diversity	July 27-31, 2010	1. Improving economic knowledge fruit growers	Socio-economic methods of management, conservation and use of biodiversity of fruit crops	Wider use of scientific achievements on conservation of fruit crops and grapes, as well as fruit forests
Tajikistan	Cultivation of young plants, establishment and maintenance of apricot orchards	May 11-13, 2010	<ol style="list-style-type: none"> 1. To improve knowledge on establishment of orchards 2. To improve knowledge on maintenance of orchards 3. To improve knowledge on young plants multiplication 4. To familiarize participants with the results of the latest efficient methodologies on the topic, allowing to increase profitability of farming and to promote conservation and use of agrobiodiversity of apricot in Central Asia 	Cultivation of young plants, establishing and maintaining apricot orchards	<ol style="list-style-type: none"> 1. Necessary knowledge on apricot growing with generating method will be obtained 2. Necessary knowledge and skills on actively use of various local apricot varieties and on improvement of technologies on cultivation of apricot young plants
Turkmenistan	Traditional methods of	September 21-	1. To improve knowledge	1. Distribution of wild	1. Improved knowledge on

	conservation and processing of pomegranate	25, 2010	<ul style="list-style-type: none"> on pomegranate growing 2. To improve knowledge on multiplication of pomegranate young plants 3. To improve knowledge on variety diversity 4. To improve knowledge on traditional methods of conservation and processing of pomegranate 5. To strengthen communication among specialists on regional scale 	<ul style="list-style-type: none"> species of pomegranate and their use 2. Technologies of cultivation and multiplication of local varieties and forms of pomegranate 3. Traditional methods for storage and processing of pomegranate 	<ul style="list-style-type: none"> pomegranate growing 2. Improved knowledge on pomegranate multiplication 3. Improved knowledge on variety diversity 4. Improved knowledge on traditional methods for conservation and processing of pomegranate 5. Use of seminar materials as manuals (publication of recommendations) 6. Strengthened communication among specialists of the region and farmers
Uzbekistan	Regional training workshop on use of molecular markers technologies in fruit crops diversity assessment	August 2-7, 2010	<ul style="list-style-type: none"> 1. To train on methods of molecular research of fruit varieties 	<ul style="list-style-type: none"> 1. Basics of molecular genetics 2. Transcription and biosynthesis of protein 3. Role of molecular genetics in studying of biological systems 4. Introduction to molecular genetics and its methodologies 5. Qualitative and quantitative analysis of DNA and RNA. 	<ul style="list-style-type: none"> 1. Recommendations on molecular analysis; 2. Training materials 3. Evaluation of effectiveness of the Regional meeting on molecular analysis 4. Learning new methods of DNA extracting technologies from biologic materials

				<p>Spectrometric analysis.</p> <ol style="list-style-type: none">6. Practical courses on preparation of biologic materials: Extraction of DNA from bacteria cell and DNA extraction from plants7. Methods of DNA extraction from biologic materials8. Principles of electrophoresis9. Bioinformatics and computer software for analysis of genomic materials. Statistical analysis. Bio-informatics internet resources.	
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Instructions for updating the databases on trainings

National level:

1. National Consultants on Trainings are responsible for accuracy and timely entering the data to the Database on trainings
2. Complete data on organized training courses, including name, type, venue, date, duration of the training and the name of institution- organizer should be entered into the Database on trainings.
3. Complete data about training participants, including name, sex, country, position, and affiliated institution should be entered into the Database on trainings.
4. All data on conducted trainings should be entered in the database within 10 days after completion of training
5. National Consultants on Trainings are recommended to keep the hard copy of the database on trainings at the national project implementation units.
6. National consultants on trainings are recommended to submit, **on monthly basis**, the updated database on trainings to **National Project Coordinators**.
7. National Project Coordinators are responsible for publishing the updated database on trainings in the national project web-site.
8. National Project Coordinators should submit their updated databases on conducted national trainings to **Regional Consultant on Trainings on quarterly basis**.

Regional level:

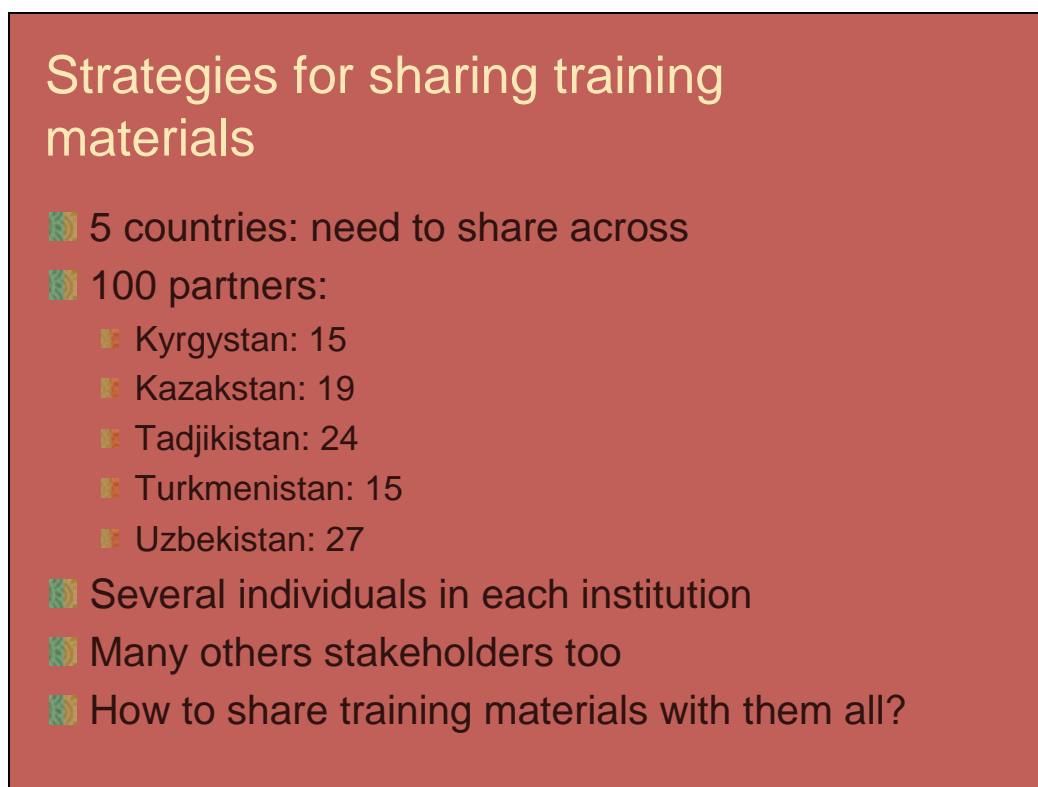
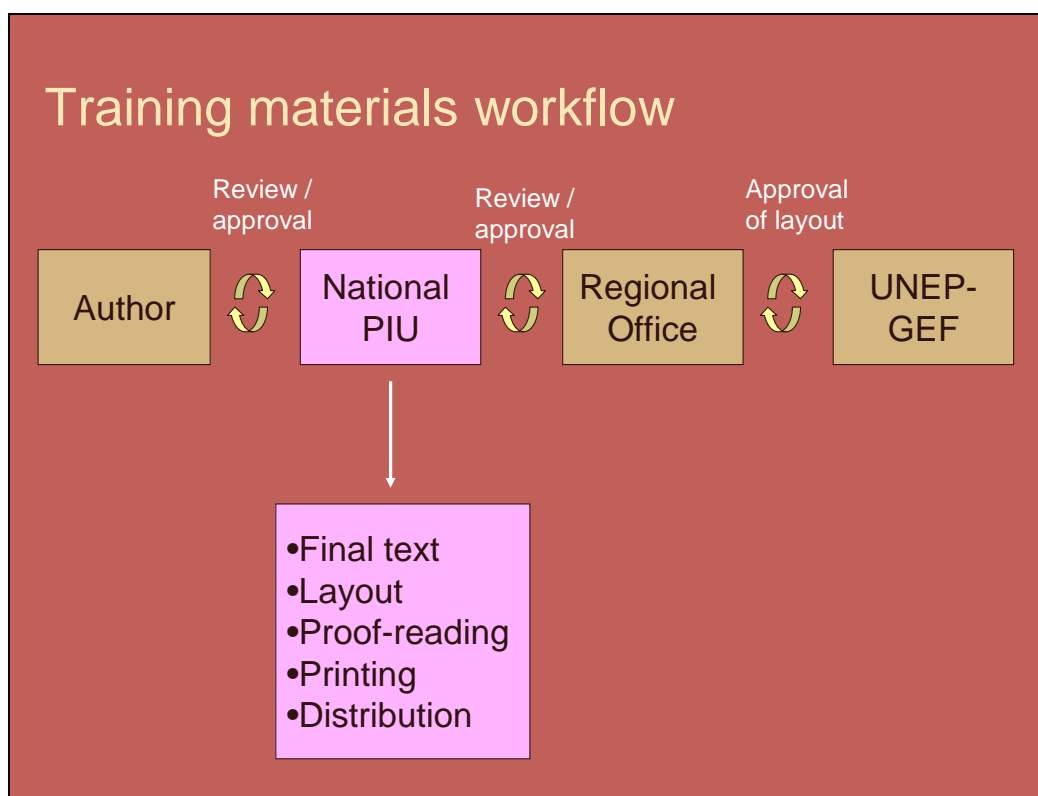
9. **Regional Consultant on Trainings** is responsible for compiling the training data from all countries
10. Regional Consultant on Trainings will submit the updated database on trainings, compiled on the basis of national databases on trainings to **Regional Project Coordinator on quarterly basis**.
11. **Regional Office** is responsible for publishing the updated database on trainings in the Regional project website on **quarterly basis** in the Regional project website.

Instructions on review and approval of training materials for publishing

Objective of the instructions is ensuring quality of training materials and their preparation for publication.

1. It is recommended that authors prepare training materials according to the “Guidelines on the development of training materials” prepared within Bioversity International / UNEP-GEF project “*In situ* / On farm Conservation and Use of Agrobiodiversity (Horticultural Crops and Wild Fruit Species) in Central Asia”.
2. Prepared training materials should be submitted to the National Project Implementation Unit (National Project Coordinator and National Consultant for Training) for review and commenting
3. Cost estimation for printing with the information of copies number should be enclosed to the submitted training materials.
4. National Project Implementation Unit should provide its comments on the prepared training materials to the authors within 5 (five) working days after its receipt.
5. National Project Implementation Unit should send the developed and approved training materials to the Regional Project Implementation Unit for its review and approval by Regional Project Coordinator and Regional Consultant for Training.
6. Regional Consultant for Training should provide his comments on the submitted training materials within 5 (five) working days after its receipt.
7. National Project Implementation Unit sends the training materials for printing only after receiving approval on its publication from the Regional Project Implementation Unit (Regional Project Coordinator).
8. National Project Coordinator is responsible for publication of training materials approved by the Regional Project Implementation Unit within 2 (two) weeks from the date of receipt of approval for publication from Regional Project Implementation Unit (Regional Project Coordinator).

Training materials development process,
Per Rudebjer,
Scientist, Education and Capacity Development Unit



Strategies for sharing training materials

Type	+	-
Printed materials	Easy to read Library collections Visibility & long life	Limited circulation due to printing & distribution costs Distribution restrictions
Pdf-files on the Web	Low cost Easy to find on-line Flexible use	Internet access & bandwidth problems Printing PDF-files
DVD	Many publications on one disk Sharing of results from all countries Low cost to produce and mail Videos & Powerpoints Flexible use	Requires coordinated effort Easily lost?

Strategies for sharing training materials

- Pdf – files: Yes, always
- Printed documents best, but costly
 - Printing more copies often surprisingly cheap, but distribution expensive/difficult
- A combination of strategies seems best
- What is the best mix of printed & DVD, given available time and resources?
- Distribution lists: develop early!

**Bioversity International/UNEP-GEF Project
“*In situ*/On farm conservation and use of agrobiodiversity (Fruit Crops and
Wild Fruit Species) in Central Asia”**

GUIDELINES ON DEVELOPMENT OF TRAINING MATERIALS

(adapted from Training in Agroforestry (a Toolkit for
trainers) by Taylor, P. and Beniest, J.)

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Introduction

Development of training materials is an important part of the learning process. Clear and correctly presented information will be a valuable reinforcement for learning. The content of the training materials should be of interest for the trainees. After completion of the training the trainees can address to these materials.

The training materials represent written or audio-visual learning tools which are designed to help specific training activities and target audience.

There are many types of training materials. Written materials can be textbooks, manuals, lecture notes, etc. Audio-visual materials are static graphics (posters, maps, diagrams, photos), or active graphics (chalk board, magnet board, flip chart, flannel board, etc.), or the projected graphics (slides, film, video, transparencies), or objects and models. Advances in information technology nowadays also allow developing electronic training materials and learning resources that can combine text and audio-visual tools for use in self and distance learning.

Stages in the process of development of training materials

The training materials development process consists of four main steps:

1. Analyzing the situation
2. Designing training materials
3. Developing training materials
4. Evaluating training materials

Analyzing training materials

At this stage, it is necessary to identify the needs for the trainings (needs analysis), the required learning objectives (objectives analysis), the tools and conditions for future training activities (environment analysis).

In planning of trainings, it should be identified whether there are materials which can help in learning process of concerned group. In a number of cases, such materials may already exist in one format or another. Choosing such materials requires certain knowledge in the use of different criteria for evaluating teaching materials. Before use of existing materials for certain topic and for certain audience, the materials should be reviewed. If there are no related training materials, they should be elaborated.

Designing training materials

Based on training objectives, the content and learning model will be developed. At this stage, it is necessary to outline content and formulate general script of training materials.

Training materials producing on a certain topic requires use of knowledge and skills of specialists. It should be taken care to harmonize the training materials production process to obtain consistency in content and quality. This is best assured by a training materials coordinator who works closely with course authors. The Coordinator/Editor should guarantee consistence in style and format of training materials.

Designing the content is the crucial stage of the process, which includes selecting necessary primary materials, identifying its framework, and highlighting structural elements, which will be necessary to develop the content. General structure of technical-oriented text includes introduction, main part and conclusion. The introduction attracts attention, and the main part is developed basing on facts and arguments, in logical sequence. The sequence leads to coherence between different sub topics. If it is impossible

to place the necessary material under one topic, it should be divided such way that subtopics are logically relevant and each part could have its brief and clear headings.

Development of the training materials

This phase will involve writing the text of each topic, the selection of illustrative and reference materials, and creating a script material. In this process, it is necessary always think about the audience, - about what they know, what they should know, what they understand and how something can be best explained? Throughout the stage, these features should be kept in mind: materials in each topic should be well structured and provide a complete text fragments with reasonable number of new concepts (traditional requirements for any electronic or printed textbook). In writing the text, it should be avoided long sentences and words with many syllables, which are difficult to read. Write with your own words and don't copy from other sources.

At the same time with writing the text, each consisting part of the topic will be worked out. Full scenario training material includes use of plain text with references to related topics or concepts, images, video clips, use a tabular information, illustrative materials (graphs, charts, drawings), animated drawings, photographs, audio and video clips and so on.

Necessary illustrations (photos, line drawings, graphs...) and clear cartions for them should be selected to clarify the text. Do not use more illustrations than really necessary and make sure they can be reproduced without loss of quality. Black and white photographs reproduce better than color, line drawings can be clearer than photos and a sequence of illustrations can demonstrate motion. Illustrations must help readers to learn and stimulate interest in the topic.

After elaboration of materials for individual topics, overall editing of the text will be carried out to give a conceptual and stylistic unity. And in this process, the authors can still finish the fragments, add further amendments and clarifications.

In the final stage, the text is reviewed as a whole to determine whether the general requirements for the material presentation are met, whether do not miss there any topic, whether the glossary is complete, etc.

Evaluating the training materials

Once the work is completed, pilot options are tested for adjusting (refining) training materials.

Evaluation is needed to determine the suitability of training materials and aims at providing feedback from users. (Annex). Evaluation can be done using different evaluation tools, which cover following aspects:

- *Author(s)*. Their competence on the subject, their qualifications and experience? Their publications on this subject?
- *Target audience*. What audience is being targeted for a specific material? What is their expected education level?
- *Content*. Is the content technically accurate and up-to-date? Is the material presented in a logical sequence? Is the material consistent with the proposed course curriculum, learning objectives and outcomes? Are there too many elaborations that distract from the core content?
- *Illustrations*. Is the material well illustrated in terms of quantity and quality? Do the illustrations facilitate communication and learning? Do they contribute to the message?
- *Cost*. Is the cost of the materials justified by the instructional values they exhibit?

The longstanding application of these procedures shows that, if the work is completed in accordance with the rules, it does not guarantee high quality of training materials. However, the violation of these procedures will ensure that we get quite mediocre training materials.

General recommendations on the development of training materials

1. Identify the topic of educational materials (e.g: by each fruit crops, by nurseries, by wild relatives)
2. Identify key sections
3. Give brief and clear headings to show exact content
4. Each section should not exceed 1-2 pages
5. Total volume of the training material should not exceed 16 000 words (not more than 30 pages)
6. The sections should reflect key points of the topic
7. The text of the section should be legible, not overloaded with long sentences and scientific terms
8. In the text it is desirable not to use abbreviations
9. If professional terms are used in the text, give them brief explanations or include them in glossary and add in the end of the training material.
10. Use suitable illustrations, drawings, photos, tables, graphs, charts.
11. Keep balance in use of text and illustrative materials.
12. Themes and sections should begin with capitalization, underlining, italics, bold;
13. Avoid use of bold and underlining in a single word (**bold** and **underlined**) or other double or triple options.
14. On the front page, use logos of Bioversity International, UNEP, GEF, quality color images (photo) related to the topic of the training material, indicate the name of partner organizations of the project, where had been prepared the training material, place and year of publication.
15. On the back of cover page, provide the standard text: "This publication was prepared with the support of Bioversity International / UNEP-GEF Project "*In situ*/On farm conservation and use of agrobiodiversity (Fruit

Crops and Wild Fruit Species) in Central Asia”, indicate the registration number of the UDC (Universal Decimal Classification), ISBN, and authors' names, place of publication (printing house)

16. Provide the content of training materials and at the end, bibliography.

Sample structure of training materials within the project

Establishment of orchards on target fruit crops

- Introduction
- Economic value of the fruit crop
- Biological characteristics of the fruit crop
- Recommended varieties
- Technologies of orchards establishment
- Requirements of the crop to soil and climate conditions
- Planting of young trees
- Agronomic practices
- Calendar of seasonal agronomic practices
- Main pests and diseases
- Pest and diseases control
- Technology of harvesting and storage
- Tips and recommendations

Nurseries

- Introduction
- Establishment of fruit crops nurseries
- Structure of nursery
- Selecting place for nursery
- Methods of multiplication of fruit trees
- Cultivation of rootstocks from seeds

- Cultivation of clonal rootstocks
- Grafting and budding technologies
- Cultivation of grafted seedlings

Wild relatives of fruit crops (alycha, walnut, buckthorn)

-
- Introduction
- Wild fruit species diversity and its economic value
- Biological characteristics
- Methods of selecting the promising forms
- Forms with economically valuable traits
- Methods of facilitating natural regeneration of wild fruit species

Bibliography

1. Taylor, P. and Beniast, J. 2003. Training in Agroforestry (a Toolkit for trainers).World Agroforestry Centre. KUL GRAPHICS Ltd, Nairobi, Kenya
2. Geradets P. 2004. Development of printing materials (in Russian). KUTS
3. Torn K., Marrey D. 2002. Desk book of the trainer. Saint Petersburg. Piter Printing House.

Evaluation form for instructional materials

1. Title _____

2. Author _____

3. Target group _____

4. Evaluator _____

5. **Evaluation:** Evaluate the materials on the basis of each of the following characteristics. (If not applicable, leave blank))

	Excellent	Good	Fair	Poor	Very poor
1. Consistent with objectives and curriculum of training course					
2. Appropriate volume of content (not too much, not too little)					
3. Logical sequence					
4. Content is up to date					
5. Technically accurate					
6. Appropriate to target group					
7. Effective and adequate illustrations					
8. Visual quality (layout, size, etc.)					
9. Sound quality (for videos)					
10. Adaptability for various learning situations					

4. Recommendations:

A. Would you use this instructional material? Why?

B. What are the best / worst features for this instructional material?

C. Could these materials be used alone? (If not, what additional references, resources, or topic areas would you suggest?)

D. Additional recommendations:

Work plan for training materials development in Kazakhstan for 2010

#	Title	Authors	Timeframe	Target group
Training materials, to be adapted				
1.	“Conservation of genetic diversity of fruit crops - a key to success” (in Kazakh language)	A. Nugman	Published	For farmers
2.	“Nursery keeping - the basis of horticulture development in Kazakhstan”	E.D. Madenov, R.K. Karychev	Published	For forestry specialists, university students, and technical secondary schools
3.	“To Viticulture of Kazakhstan - to high-yield varieties and intensive technology”	E.D. Madenov, R.K. Karychev	Published	For farmers
4.	“To Viticulture of Kazakhstan - to high-yield varieties and intensive technology”	E.D. Madenov	Published	For farmers
5.	“Apricot – a valuable fruit crop for farms”	T.N. Salova	Published	For farmers
6.	“Competitive old and local apple varieties of Kazakhstan”	N.Yu. Nurtazina, E.M. Salnikov.	Published	For farmers
7.	“Renaissance of variety Aport - a symbol of Kazakhstan”	E.D. Madenov	Published	For all categories
8.	“Cultivation of high density intensive gardens of apple on clonal stocks in the south and southeast of Kazakhstan”	D.S. Izbasarov, E.D. Madenov. and al.	Published	For farmers
9.	“Technological process of cultivation of grapes in condition of covered and bend downed cultures”	E.D. Madenov, L.D. Beresnova, G.N. Kairova		For farmers
10.	National methodology of assessment of distribution, diversity level, status and conservation of fruit crops forests in mountainous areas of Kazakhstan	S.V. Chekalin, T.N. Nurmuratuli	Prepared	For researchers
11.	Use of adaptive and economically valuable characteristics of fruit crops and grapes in selective programs	V.Z. Gabrelyan	Prepared	For researchers
12.	Provisional Regulations on production and realization of planting materials of fruit crops and grape in Almaty Province (recommendation)	D.S. Izbasarov, E.D. Madenov. and al.		For researchers
13.	“About experience of farm “Aydarbaev” in cultivation of local varieties of fruit crops” (booklet)	V.Z. Gabrelyan	Prepared	For farmers
14.	Calendar poster, desk calendar		Prepared	For all categories

Work plan for training materials development in Kyrgyzstan for 2010

#	Title	Authors	Timeframe
Training materials, to be developed			
1.	Cultivation of planting materials of walnut	S. Djumabaeva	May 2010
2.	Момо жемиштердин жана жангактын зыянкечтери (Pests and diseases of fruit crops and walnut)	K.S. Ashimov	May 2010
3.	Technologies of pistachio cultivation	S. Kenjebaev	August 2010
4.	Кыргызстанда тушумдуу бактарды тузууго сунуштар (Recommendations on establishment of high-yield orchards in Kyrgyzstan)	K.T. Turgunbaev	May 2010
5.	Basics of horticulture	K.T. Turgunbaev	August 2010
6.	Данектуу момо-жемиш осумдукторун кесуу жана аготехникалык жумуштар (Pruning of pip-fruit trees and agro technical activities in orchard)	I.B. Soldatov	June 2010
7.	Guide on priority crops descriptors	I.B. Soldatov	April 2010
8.	Gardens establishment on farms	I.B. Soldatov	June 2010
9.	Guide for organization of mini-plant for fruit crops processing	E.B. Kaparova.	June 2010
10.	Cultivation technology of young plants of grapevine	K.T. Turgunbaev	August 2010
11.	Grapevine cultivation technology	T.K. Tillebaev	September 2010

Work plan for training materials development in Tajikistan for 2010

#	Title	Authors	Timeframe	Target group
Training materials, to be developed				
1.	Зараррасонҳо ва касалиҳои дарахтони мевадиханда дар води Рашт (Diseases and pests of fruit crops of Rasht valley). in Tajik language	N. Kamalov, Z.A. Imamkulova, S.B. Shamuradova	May 2010	For farmers
2.	Local varieties and forms of fruit crops, growing on mountainous areas of the Republic of Tajikistan. In Russian and Tajik languages	T.A. Akhmedov, R.E. Shukurov, N. Kamolov, Kh. Nazirov, S.B. Shamuradova, T.B. Boboev, M. Ergasheva, T. Bulbulshoev, O. Aknazarov	May 2010	For researchers, farmers and university students
3.	Methods of Apricot drying in Tajikistan	T.A. Akhmedov, A.Ashurov, B. Toshmatov, M. Ergasheva	June 2010	For farmers and university students
4.	Fertilizing apricot orchards	M. Ergasheva	June 2010	For farmers
5.	Album "Apricots of Tajikistan". in Russian and Tajik languages	T.A. Akhmedov., N. Kamalov., A. Ashurov, T. Boymatov, M. Ergasheva, B. Toshmatov, T. Saodatkadamov	July 2010	For researchers, farmers and university students
6.	Усулҳои парвариши яксолаи ниҳолҳои дарахтони донақдор (One year-cycle cultivation methods of young plants of pip fruit crops). In Tajik language	S.G. Shamuradova, N. Kamolov,	July 2010	For farmers
7.	Химояи тоқзор аз хашароти зараррасон ва касалиҳо (Protection of vine from pests and diseases). In Tajik language	Z.A. Imamkulova, R. Kalandarov	August 2010	For farmers
8.	Парвариши ниҳолҳои дарахтони мева бо решаи пушида (Cultivation of young plants of fruit crops species with closed root system). In Tajik language	Kh. Kholov, S. Makhmadaminov, N. Kamalov	August 2010	For farmers
9.	Тавқими ангурпарвар бо маълумоти мухтасар (Grapes calendar with brief information). In Tajik language	K. Radjabov	September 2010	For farmers
10.	Дастури методи оиди ангурпарвари дар хочагҳои деҳкони (Methodological recommendations on viticulture for farms). In Tajik language	T. A. Akhmedov, Z.A. Imamkulova, R. Kalandarov	September 2010	For farmers
11.	Local varieties of peach in Tajikistan	S.B. Shamuradova	September 2010	For farmers and

#	Title	Authors	Timeframe	Target group
				university students
12	Use of dried apricot fruits in preparation of national meals	M. Ergasheva, T. A. Akhmedov	September 2010	For wide range of users
13	Local varieties of grapes of Tajikistan	K. Radjabov, R. Kalandarov, Z.A. Imamkulova, Kh. Makhmadkulov	November 2010	For farmers

Work plan for training materials development in Turkmenistan for 2010

№	Title	Authors	Timeframe	Target group
Training materials to be developed				
1.	Recommendations on cultivation of local varieties and forms of pomegranate	A.E. Niyazov	July 2010	For farmers
2.	Processing and storage of local fruit crops products	N. Zverev	June 2010	For farmers
3.	Methods for selection the best forms of pistachio	N. Zverev, G. Atakhanov	May 2010	For forestry and nursery workers
4.	Methods for natural regeneration of wild species of pistachio and almond.	N. Zverev, G. Atakhanov	June 2010	For forestry and nursery workers
5.	Training module on improvement legislative knowledge among farmers	G.L. Kamakhina	March 2010	For farmers

Work plan for training materials development in Uzbekistan for 2010

#	Title	Authors	Timeframe	Target group
Training materials, to be developed				
1.	Analysis of national politics, related to farmers rights and coordination of further activities	N.K. Skripnikov	Published	For farmers
2.	Recommendations on pistachio cultivation on variety basis	G.M. Chernova	In printing	For farmers and forestry workers
3.	Methods of conservation and multiplication of wild fruit species and facilitating their conservation in natural environment	E.A. Butkov	May 2010	For farmers and forestry workers
4.	Marketing of fruit crops products	G. Davidov	September 2010	For researchers and instructors
5.	Marketing of wild fruit crops products	G. Davidov	September 2010	For farmers and forestry workers
6.	Recommendations on cultivation of local varieties and forms of apple and pear	Yu.M. Djavakyants	February 2010	For farmers and local population
7.	Recommendations on cultivations of local varieties of grapevine in Uzbekistan	Yu.M. Djavakyants	February 2010	For farmers and local population
8.	Recommendations on cultivations of local apple varieties in Uzbekistan	F.U. Khasanov, E.A. Shrederov, K. Tadjibaev	February 2010	For farmers and local population
9.	Processing and conservation of local varieties and forms of fruit crops	M.Yu. Djavakyants, M.M. Mirzaev	April 2010	For farmers
10	Analysis of legislation, related to issues in agrobiodiversity conservation	N.K. Skripnikov	April 2010	For decision makers, researchers, and instructors
11	Basics of accounting and economic analysis of farm management	R.D. Dustmuradov	May 2010	For farmers

**Project results at National and Regional levels
on project components: Legislation and Public Awareness, Knowledge” and
Partnership**

Legislation and public awareness		
National level		
Country	Outcomes	Mechanism
Kazakhstan	1. Recommendations 2. Booklets 3. Posters 4. Videos	1. Presentation, outreach, distribution of published materials
Kyrgyzstan		
Tajikistan	1. Prepared proposals for legislative documents on conservation of genetic resources 2. 4 agro theaters established and operational	
Turkmenistan	1. Improved awareness about value and importance of fruit crops 2. Improved legislative knowledge of farmers	1. Videos 2. Booklets 3. Posters 4. Calendars
Uzbekistan	1. Proposals in the Forest Code and legislative acts 2. Organization of agro-theatres	1. Learning legislation on conservation and use of agrobiodiversity
Regional level		
Kazakhstan		
Kyrgyzstan		
Tajikistan		
Turkmenistan		
Uzbekistan	1. Issues related to protection of farmers rights 2. Access and benefit sharing	

Knowledge		
National level		
Country	Outcomes	Mechanism
Kazakhstan	1. Technologies of cultivation ancient and local varieties of fruit crops and grapes	1. Farmers, local population, and decision makers 2. RI and forestry staff
Kyrgyzstan		

Tajikistan	<ol style="list-style-type: none"> 1. One Regional and 2 National training centers were established 2. Identified local varieties of apricot, grapes, and apple 3. Organized key nurseries and demonstration plots on 4 Regions of the Republic 	<ol style="list-style-type: none"> 1. Video film “Apricots of Soughd” duration 20 min. 2. Video film “Local varieties and forms of fruit crops of South-Western regions of Tajikistan » 15 min. 3. Book “Apricots of Tajikistan” in 3 languages 4. Video film «Fruit and berry crops of Pamirs» 20 min. 5. Video film «Grapes of Kodji Ne’mat» 20 min. 6. Prepared for publication 12 recommendations and booklets 7. Prepared training modules and handout materials for the 3rd Regional training on Apricot
Turkmenistan	<ol style="list-style-type: none"> 1. Improved knowledge on technologies of fruit crops cultivation among interested Research Institutes 	<ol style="list-style-type: none"> 1. Development of training modules 2. Publication of manuals 3. Database on nurseries and on demonstration plots
Uzbekistan	<ol style="list-style-type: none"> 1. Scientists have data on widespread varieties, characteristics and technologies 2. Traditional knowledge: <ul style="list-style-type: none"> • processing • storage 3. Improved knowledge of various target groups 	<ol style="list-style-type: none"> 1. Development of training and demonstrative materials 2. Organization of training courses 3. Round tables
Regional level		
Kazakhstan		
Kyrgyzstan		
Tajikistan	<ol style="list-style-type: none"> 1. Two Regional trainings on Apricots were organized and it was prepared to organized the next one 	
Turkmenistan		
Uzbekistan		

Partnership		
National level		
Country	Outcomes	Mechanism
Kazakhstan	<ol style="list-style-type: none"> 1. Agreements between farmers and Research Institutes 2. Farmers associations 	<ol style="list-style-type: none"> 1. Presentation, outreach, distribution of published materials
Kyrgyzstan		

Tajikistan	<ol style="list-style-type: none"> 1. Two farmers associations were organized 2. Made agreements with partners and farmers 	
Turkmenistan	<ol style="list-style-type: none"> 1. Communication between partners established 	<ol style="list-style-type: none"> 1. Contact details on project partners 2. Database 3. Agreement on cooperation
Uzbekistan	<ol style="list-style-type: none"> 1. Preparation of materials, recommendations, tutorials 2. Communication between various organizations and Universities 3. Establishment of communication among farmers 4. Joint approach in studying biological diversity <ul style="list-style-type: none"> • target groups • individual survey 	<ol style="list-style-type: none"> 1. Creation of Web site 2. Scientific literature sharing (books, recommendations, articles) 3. Exchange of germplasm
Regional level		
Kazakhstan		
Kyrgyzstan		
Tajikistan		
Turkmenistan		
Uzbekistan	<ol style="list-style-type: none"> 1. Establishment of Regional training centers 2. Establishment of communication 	<ol style="list-style-type: none"> 1. Scientific literature sharing (books, recommendations, articles) 2. Exchange of germplasm

Methodology for integration of the achieved project results

Target group	Methodology
1. Farmers Farmers' associations	<ul style="list-style-type: none"> → Mobile workshops (1st day theory, 2nd day practice). Pay particular attention to pruning methods. Conducting trainings in the pebble soil conditions → Traditional knowledge sharing → Handout materials (recommendations) → Workshops on demonstration plots and nurseries → Technological poster (various topics) → Seminars on experimental plots of farmers → Regional workshops → Publications on provincial newspapers → Performances on National TV channels → Multiplication local varieties in nurseries
2.Forestry staff	<ul style="list-style-type: none"> → Seminars with demonstration of videos → Mass media → Dissemination of printed products → Organization of competitions among school-age children
3.Decision makers	<ul style="list-style-type: none"> → Round tables → Proposals to provide incentives to farmers engaged in cultivation and multiplication of local varieties of fruit crops
4.NGOs	<ul style="list-style-type: none"> → Propose a partnership in implementation of project results (through workshops and publications development) → Awareness on project results for further disseminations
5.Researchers and Universities	<ul style="list-style-type: none"> → Scientific articles and recommendations → Organization of lecture courses in Universities on the results of the project (elective) → Demonstration of video films → Booklets and posters

Regional training courses
Kubanichbek Turgunbaev,
Regional consultant on trainings

Regional training courses

Regional training courses

- In 5 countries Regional and National training centers are operating
- Training centers are equipped with modern technologies and all necessary conditions provided to organize trainings
- In 2009, in 3 countries of the Region (Kyrgyzstan, Tajikistan and Uzbekistan), organized Regional training courses
- Regional training courses were not organized in Kazakhstan (on socio-economic researches) and in Turkmenistan (on biodiversity of pomegranate)

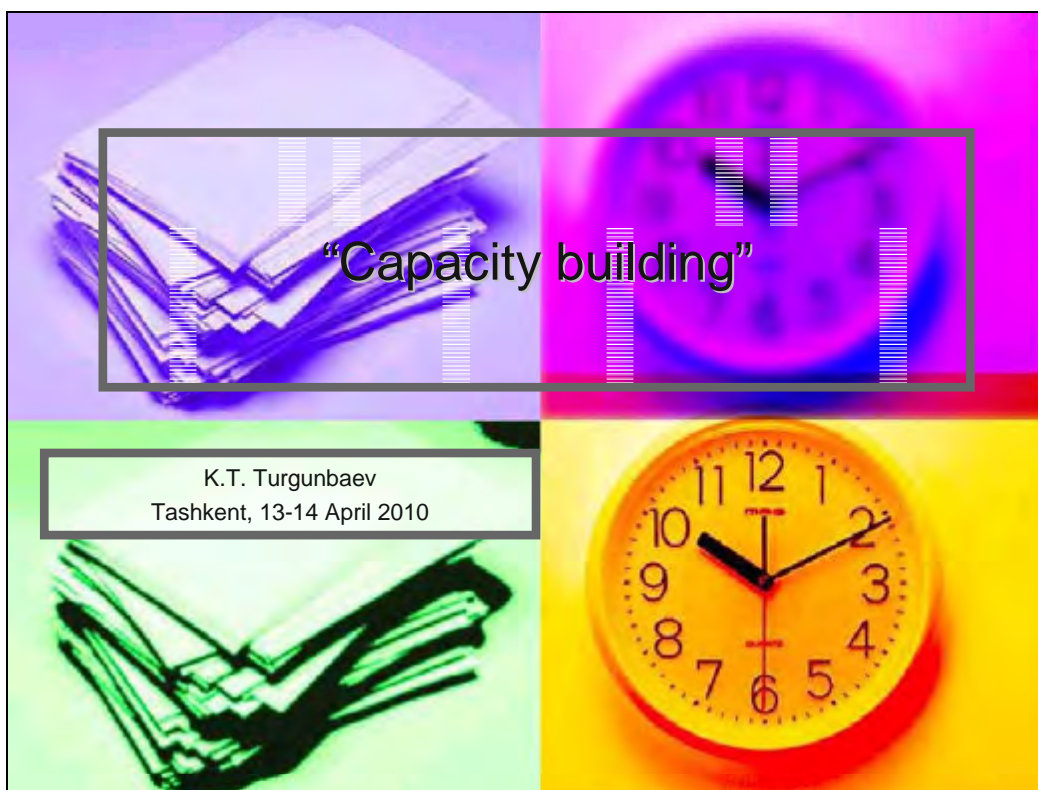
National training courses

- In 4 countries, 22 trainings were organized
- Subject area of the trainings mainly covered farmers and local population on issues related to biodiversity management (multiplication and cultivation technologies; methods of promotion of natural regeneration, processing, storage and marketing of fruit crop products)
- Trainings were organized for researchers and instructors on use of new survey methods and on joint approach in studying fruit crops biodiversity and preparation of facilitators

Issues

- Poor cooperation of NPIU with project partners
- Trainings schedule doesn't consider busy periods of farmers
- Lack of instructors on certain topics of trainings
тренингов
- Late preparation of training agenda and cost estimate
- Poor motivation of responsible persons for trainings
- Weak control on implementation of trainings work plan

Capacity building
Kubanichbek Turgunbaev,
Regional consultant on trainings



Capacity building

- Conservation and sustainable use of fruit crops diversity is one of main objectives of nowadays
- Various activities on capacity building of stakeholders implemented within the project in Central Asia
- In partner countries Regional and National training centers established
- Training programs developed
- Trainings organized for researchers, University professors, forestry staff and farmers on regional and national level
- Interested groups improved their knowledge and skills, which are essential for conservation of genetic diversity of fruit crops on local, national and regional level.



Capacity building

- Discussions organized with national project implementation teams on following aspects, which aim further improvement of training activities:
- Analysis of trainings organized so far;
- Update/review of Regional and National training work plans
- Development of training materials for the rest of project implementation period, with consideration of all suggestions and notes of the interested groups;
- “Guide for development of training materials” prepared for ensuring quality of this project component implementation;
- Further existence of organized training centers



Organization and conducting trainings within the project

- 22 trainings were organized in Central Asia within the project
- Subject area of the trainings mainly covered farmers and local population on issues related to biodiversity management (multiplication and cultivation technologies; methods of promotion of natural regeneration, processing, storage and marketing of fruit crop products)
- Trainings were organized for researchers and instructors on use of new survey methods and on joint approach in studying fruit crops biodiversity and preparation of facilitators



Organization and conducting trainings within the project

- In 5 countries, Regional and National training centers are operating
- In training centers all necessary conditions are created to conduct trainings
- They are equipped with modern technologies to conduct trainings
- Training centers expressed willingness to provide trainings for students, postgraduates and staff from other regions.



Organization and conducting trainings within the project

- Regional training program for 2010 was developed
- In order to raise public awareness about services, provided by Training centers, it was recommended to develop booklets, databases on trainings and to put this information on project web-site
- Based on trainings work plan implementation in 2009, National trainings program for 2010 was updated



Organization and conducting trainings within the project

- The updated trainings work plan offers wide range of trainings
- These are: short term workshops for decision makers, mobile workshops for farmers and forestry staff, high profile trainings for scientists
- Instruction on updating database on trainings was developed
- It provides sequence of data entering and responsible persons for timeliness and accuracy of the entered information



Training materials development for different target groups

- Training materials have an important role not only in training process, but also in decision making for practical activities intended for conservation and use of fruit crops biodiversity
- It is known that a wide range of stakeholders needs provision of quality training materials
- Basing on conducted consultations with national project partners, a work plan for training materials preparation was developed



Training materials development for different target groups

- Authors groups are organized in countries for development of training materials
- Authors groups include key project partners: responsible persons at the training centers, scientists, representatives of research institutes and universities
- Training materials development process will be coordinated by National consultant on trainings
- In order to improve training materials quality, "Instruction on review and approval of the prepared training materials" was developed



Training materials development for different target groups

- Authors prepare training materials according to the instruction and requirements of "Guide for training materials development"
- At first, the prepared material is reviewed by National project implementation unit (NPIU), then with cost estimate, it will be sent to Regional office for review and approval



List of instructors

- Updated list of National instructors for organizing trainings and workshops
- Qualifications of instructors are improved through attending Regional training workshops on Capacity building
- And, through provision of necessary materials and consultations from Regional project office



Monitoring and evaluation of training process

- Monitoring and evaluation are consistent part of training program and they permit to identify effectiveness of organized training courses
- Evaluation of the organized trainings are performed through filling special forms developed by Bioversity International
- The established feedback from training participants permits organizers to consider existing imperfections and to take necessary measures for their elimination



Thank you for your attention!

COURSE EVALUATION FORM

Title of training event: Regional workshop on <i>Monitoring and Planning Quality Training for 2010</i>
Dates: 13-14 April, 2010
Venue: Tashkent, Uzbekistan
Organizer: Regional office of Bioversity International

The evaluation should be conducted at the end of the training course

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

	Mark 1 = Very poor/very low, etc 2 = Poor/low 3 = Satisfactory/ 4= Good/high 5 = Very good/ Excellent etc.	Number of participants
A. Overall evaluation of the course (training)		
1. Full satisfaction from the course (training)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 participant estimated the workshop as satisfactory 1 participant obtained high satisfaction from the workshop 6 participants obtained very good satisfaction from the workshop
2. Relevance of the	<input type="checkbox"/> 1	1 participant estimated

course content in relation to my training needs	<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	the content relevance to training needs as satisfactory 2 participants estimated the content relevance to training needs as good 5 participants estimated the content relevance to training needs as excellent
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 participants estimated the overall course quality and effectiveness as good 4 participants estimated the overall course quality and effectiveness as excellent
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	1 participant estimated overall learning from the course as poor/low 3 participants estimated overall learning from the course as good 4 participants estimated overall learning from the course as excellent
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	1 participant considered that the course satisfactorily met its objectives 2 participants considered that the course highly met its objectives 5 participants considered that the course very highly met its objectives
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	1 participant estimated the duration as too

	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (1= too much/little 5= just right)	much/little 1 participant estimated the duration as satisfactory 6 participants estimated the duration as 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= poor balanced 5= just right)	1 participant estimated the content – time relation as poor balanced 1 participant estimated the content-time relation as satisfactory 2 participants estimated the content-time relation as good 3 participants estimated content – time relation as excellent
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	1 participant estimated the theoretical teaching and methods as poor 1 participant estimated the theoretical teaching and methods as good 6 participants estimated the theoretical teaching and methods as excellent
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	1 participant estimated the practical exercises & field activities as satisfactory 1 participant estimated the practical exercises & field activities as good 5 participants estimated the practical exercises & field activities as excellent
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)	1 participant estimated the theory - practice balance as satisfactory 3 participants estimated the theory - practice balance as good 3 participants estimated

		the theory - practice balance as excellent
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	2 participants estimated the quality and amount of handout materials as good 6 participants estimated the quality and amount of handout materials as excellent
13. Comments:		
C. Evaluation of administration and logistics		
14. Access to equipment during the course	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 participant estimated the access to equipment during the course as good 6 participants estimated the access to equipment during the course as excellent
15. Quality and timeliness of information received	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 participant estimated the quality and timeliness of information received as satisfactory 1 participant estimated the quality and timeliness of information received as good 6 participants estimated the quality and timeliness of information received as excellent
16. Food and accommodation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	1 participant estimated the food and accommodation services as good 7 participants estimated the food and accommodation services as excellent
17. Travel arrangements	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1 participant estimated the travel arrangements as good

	<input type="checkbox"/> 4 <input type="checkbox"/> 5	5 participants estimated the travel arrangements as excellent
18. Financial arrangements	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	6 participants estimated the financial arrangements as excellent
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= very few/many 5 = just right)	1 participant estimated the number of participants as very few/many 1 participant estimated the number of participants as satisfactory 3 participants estimated the number of participants as good 3 participants estimated the number of participants as just right
21. Actively 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	3 participants estimated the participation in the learning process as good 4 participants estimated the participation in the learning process as very good
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	2 participants estimated the interaction between participants as good 6 participants estimated the interaction between participants as excellent
23. Interaction with instructors	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	3 participants estimated the interaction with instructors as good 5 participants estimated the interaction with

		instructors as excellent
24. Comments:		