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ABBREVIATIONS AND ACRONYMS

AJK	Azad Jammu and Kashmir
B.S	Braining Storming
CO	Community Organization
EC	European Community
ERNP	Environmental Rehabilitation in NWFP and Punjab
ET&E	Expert Training and Extension
FPM	Field Programme Manager
G.D	Group Discussion
HRD	Human Resource Development
IUCN	The World Conservation Union
M&E	Monitoring and Evaluation
NRM	Natural Resource Management
NWFP	North West Frontier Province
OHT	Over Head Transparency
PAA	Project Administration Agreement
PMU	Project Management Unit
Q&A	Question and Answer
RU	Resource Unit
TNA	Training Need Assessment

1. INTRODUCTION

1.1 About this document

This document contains strategy to address the Human Resource Development needs for the implementation of the project titled "Environmental Rehabilitation in NWFP and Punjab (ERNP). This is in fulfilment of the Financing Agreement between the European Commission and Government of Pakistan dated 11 March 1996,

1.2 Structure of the Report

This document has five chapters. The first chapter is an introduction to the document. The second chapter presents the basic information/features of the Environmental Rehabilitation in NWFP and Punjab (ERNP) Project. The third chapter looks at the rationale of Training Programme. The fourth chapter deals with the training process. Finally, the fifth chapter briefly discusses the general training guidelines.

1.3 Document Development Procedure

The strategy development process (participatory) started in October 1997. The first draft outline of the document was developed and shared with the project staff in November 1997. The training team of ERNP discussed the draft at length in a meeting held at Islamabad where two experts training from NRSP also provided input. In the light of discussions one major recommendation was to review the existing HRD strategies of different programmes. Therefore, HRD strategies of SRSC, NRSP, Forestry Sector Project were reviewed. Based on the review given on the strategies and comments by the stakeholders, the document was finalized and implemented in May 1998. To share the strategy documents of ERNP and maximize input from partner organizations/projects one and a half days workshop was arranged at Islamabad on 27 and 28 October, 1998. The current, improved document has been based on workshop recommendations and consultations with almost all stakeholders.

2. THE PROJECT

2.1 Background

In early 1990s, appraised an environmental project that aimed at institutional strengthening and pilot scale investment in certain key areas of environment. The project was to be co-financed by the World Bank and the European Commission (EC).

The latter was interested in two project areas: the Dir-Kohistan located in NWFP and the Murree-Kahuta in Punjab. However, subsequently EC decided to implement its part of the project in the Dir-Kohistan areas independently and differently, following the concept and approach of the NCS, and also included the third area, located in NWFP, called Galiat. Consequently, the World Bank is executing its project minus the Dir-Kohistan and Murree-Kahuta subprojects, while the EC is going ahead with its own project called Environmental Rehabilitation in NWFP and Punjab (ERNP). The ERNP project consists of following three sub-projects two in NWFP and one in Punjab.

- Upland Rehabilitation and Development Project in Dir-Kohistan (DKP)
- Natural Resource Conservation Project (NRCP) in Galiat
- Upland Rehabilitation and Development Project for Murree, Kahuta and Kotli-Sattian Tehsils (URDP-MKKS)

2.2 Project Purpose and Objectives

Project Purpose

The project aims at halting and reversing the on going process of environmental degradation in the three above listed regions of Pakistan through integrated measures of rehabilitation/conservation of natural resources and socio-economic development. Its fundamental approach will be the full involvement of local population in the management of the resources on which they depend. The activities foreseen, to be defined in detail in close collaboration with these populations, will incorporate joint forest management, range management, soil conservation works and interventions in the agriculture and livestock sectors aiming at the same time at improving the use and the management of locally available rural resources, will generate income and preserve self sufficiency, thereby paving the way for sustainable rural development.

Wider Objectives. The project's wider objectives are:

- To develop and strengthen local capabilities for sustainable resource management and utilization;
- To interrupt the process of current degradation of the watersheds and repair damage to natural resources;
- To contribute to ensuring a balance between economic growth and the preservation of natural resources;

Immediate Objectives. These are:

- To increase environmental awareness, and to reach at local level a consensus on the need to adopt protection measures;

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- To develop local economic potential and income and improve the status of the population (particularly women) for an estimated population of 1.1 million in the project area;
 - To improve practices in water run off control, in forestry, rangeland in approximately 35,000 ha, agricultural and livestock management in approximately 200 villages;
 - To stimulate a process of community development (creation of village organizations, women's organizations, clusters of villages, NGOs and associations in approximately 200 villages);
 - To catalyze local planning and co-operation with Federal and Provincial Government line departments.

2.3 Project Period

The duration of the Financing Agreement (FA) between Government of Pakistan (GoP) and the European Commission (EC), signed on 11 March 1996, is until December 31, 2003. The expiry date of the EC grant, however, is December 31, 2004. The duration of the Project Administration Agreement (PAA) between the EC and the IUCN is three and half years from the date of signature, which is October 3, 1996. However, there is a possibility of a formal renewal by way of a new agreement for a similar period according to the results of an independent EC review mission that will take place at the end of the third year of the project.

2.4 Project Cost and Financing

The total cost of the project is estimated at ECU 31.8 million over a period of 7 years. The EC will contribute ECU 25.2 million while the remaining ECU 6.6 million will be paid by GoP and the beneficiaries: GoP, ECU 2.6 million, and the beneficiaries, ECU 4.0 million.

2.5 Project Management

The management structures at the sub-project level provides a tripartite forum for planning, implementation and monitoring called Project Management Unit (PMU). The Project Director (GoP), Project Technical Advisor (Agriconsulting S. p.a.), and Field Programme Manager (IUCN) act as Co-Directors and are responsible for the management of the project. All the decisions are taken on consensus basis by the Co-Directors at each PMU. At the provincial level a Project Steering Committee/Board, consisting of representatives of the relevant line department, and Finance and Planning Departments review the project progress and approves the four annual plans. A project management committee at federal level is responsible for inter-provincial coordination and policy directions.

2.6 IUCNP's Role

IUCNP's role is central in designing and implementing the project. According to the Financing Agreement between EC and GoP, "IUCNP will act as a link institution, supporting local communities and Government line departments and agencies involved in the project, It provides technical expertise, local training, networking, monitoring and evaluation within the framework of the project." The services to be provided by IUCNP include:

- The staffing and establishment of a Resource Unit (RU) in Islamabad. The RU will be responsible for the design and management of the project's natural management, social organisation strategy and approach. It will also provide technical support to the Field Teams;

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- Provision of IUCN Field Team staff;
 - Organisation of the local training component of the project;
 - Administration of Annual Monitoring Missions; and
 - Technical and administrative back-stopping from IUCNP Head Office.

Social organisation provides the linchpin for all sector activities. IUCNP's role in training endeavors to build capacity of ERNP staff to diagnose the root cause of environmental degradation in the uplands, develop local solutions to the problems based on indigenous and scientific knowledge and develop the capacity of the local people to rehabilitate and make sustainable use of the natural resources.

To strengthen capacity of project staff the project will arrange master level courses to be under taken in Europe. The project will arrange short-term overseas technical training and regional study tours for senior project staff and key individuals in strategic policy positions. PT As would handle the foreign training component of the project as per services contract between the Commission of the European Communities and AGRICONSULTING S.p.A. Coordinator Training would liaise with PTAs in order to build up a good picture of the training possibilities available outside Pakistan.

Staff of government departments need to learn new approaches for involving local people and working together to address natural resource management issues. It is important, because government agencies and NGOs operational in the project areas are expected to provide necessary support to the communities when ERNP will be withdrawn. Therefore staff of line agencies and NGO's will also be invited for different courses on need basis so that sustainable linkages are established with the communities.

As a matter of fact, the project is for a limited period of time training programme at the community levels are to nurture sustainable units of social organization that are capable of mobilising members for collective action to arrest the degradation and make sustainable use of the natural resources. For the purpose the project will develop a cadre of extension workers and master trainers. The project will also assist in building incentives for training to be imparted on continuous basis.

3 STRATEGY RATIONALE

3.1 Why training strategy?

The ERNP, unlike conventional projects does not rely on transfer of capital and technology alone to achieve the objectives of the project. It places heavy reliance on building social capital for sustainable development at the grassroots level. The project seeks to find local solutions to the problems rather than transferring inappropriate technologies. Therefore, the project staff (professionals and support) will have to learn the new ways of doing business. They will also have to emphasize the attitudinal change needed to promote local participation in the conservation initiative and to orient work towards a more "enabling/promoting" role rather than a "controlling/providing" one.

Training strategy is expected to:

- Provide a clear vision to the training programme of ERNP;
- Strengthen the capacity of the project staff to build sustainable local institution and practice participatory natural resource management programmes;
- Build the capacity of local people to manage local institutions, arrest degradation of natural resources and develop sustainable use regimes;
- Provide guidelines for the development of systematic training plans;
- Define the process and general procedures for training;
- Delineate /define the roles and responsibilities of different actors involved in the incountry training programme;
- Provide feedback mechanisms to continuously monitor the programme and make necessary course corrections;
- Link ERNP training programme with HRD institutions/projects to benefit from each other's experiences, create synergy and develop network within which information on training is passed and evaluated;
- Bring harmony in organizing training events at project and sub-project level.

3.2 Guiding Principles for Training Strategy. These are:

1. Training needs shall be assessed keeping in view the project objectives.
2. Training opportunities shall not be limited to project team but shall be available to the line agency staff and NGOs operating in the area.
3. Capacity of selected school teachers shall be enhanced in the field of environment
4. Capacity of the project team shall be strengthened in the following areas
 - a) Social Organization

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- b) Participatory approaches
 - c) Integrated NRM
 - d) Effective Communication Skills
 - e) Training of Trainers
 - f) Gender and Development
 - g) Participatory Planning, Monitoring and Evaluation
 - h) Environmental sensitization
 - i) Team Building
 - j) Conflict Resolution
 - k) Report/Proposal writing
 - l) Logical Framework Analysis
 - m) Environment Impact Assessment
5. All NRM trainings shall emphasize development of appropriate environment friendly technologies.
 6. The training programme shall aim at strengthening local institutions through building community capacity in the following areas:
 - Developing managerial capabilities of village activists
 - Skill enhancement of village extension workers to act as change agents such as Agriculture, Livestock, Forestry, Wildlife and Tourism Extension Workers
 - Developing income generating skills
 - Participatory village level resource planning and management
 7. Training shall emphasize both class room and practical methods and visits to other relevant projects.
 8. Developing Master Trainers at grassroot level to build managerial technical and entrepreneurial skills of local people. They may be engaged as resource person to impart training to communities on need basis under the project.
 9. All staff and communities training programme shall address:
 - a) gender issues, and
 - b) environmental awareness
 10. The training programme shall take advantage of the curricula and training materials developed by the other projects/institutions.
 11. A complete documentation of all trainings in the form of training material shall be maintained and updated.

12. Assessment of impact of all training programme shall be an integral part of the training programme.
13. Evaluation shall be an integral part of the programme and the lessons learnt shall be used for future training design and delivery.
14. Networking with other organizations shall be used as means for sharing information.

3.3 In-country Training Team

The training and extension team of ERNP consists of Coordinator Training at Resource Unit, IUCN office Islamabad and three Experts Training and Extension are at each subproject level. All other project staff will be actively involved in planning and delivering training courses. The project will also benefit from the professional staff from within IUCN and other projects/institutions who would be invited as resource persons as and when needed.

3.4 Capacity Building of local Communities

There is a dearth of adequately trained professionals, in the field of Natural Resources, working in the various government departments to extend services to scattered communities in their jurisdiction. At the grass root level, techniques are not accessible, these are expensive to apply and cannot be easily transferred to community. As mentioned earlier, ERNP aims at Environmental Rehabilitation in NWFP and Punjab, distant policy makers, experts, no matter how high minded can not prevent environmental degradation. The only thing that can prevent it is the ability of people to protect and defend their own local environment from their own actions. Therefore, it is necessary to make investment in building the capacity of local institutions by equipping the selected community extension workers in relevant technical and managerial skills and inculcating appropriate attitudes and values so they may become capable of taking charge of their own destiny and extend services to the communities to bridge the existing gaps.

Development of skills and provision of information to extension workers will not be in an isolated but an integral part of other project components. The process of establishment of basic building block of local institutions (COs/VOs) has been covered in detail under social organization strategy. The training strategy will marry with social organization component to build the managerial capacity of the CO/VO presidents and managers where as with natural resource management to build the capacity of staff and village extension workers in cross-sectoral technical areas. This strategy has close link with the monitoring and evaluation strategy of ERNP for monitoring and evaluation of training programme.

Specific objectives of the training programme for communities of the ERNP project shall include but not limited to the following:

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- Empower communities, institutionalize integrated and multi-sectoral approach for development and rehabilitation in grass-root institutions;
 - Provide access to information and skills
 - Develop managerial skills so that they efficiently manage and nurture institutions which can in the future exist with out depending on externals;
 - Upgrade knowledge and skills of communities for increased agriculture and livestock production and reduced wastage;
 - Produce a cadre of extension workers who could provide services and training to the local communities in the technical areas;
 - Involve Master Trainers for community training to make training more sustainable in the long term;
 - Help the communities to become aware of innovations relevant to natural resources and enhance their ability to use and disseminate the same.
 - Build link with the line agencies staff and communities
 - Provide tools to enable them to monitor and evaluate the services provided by line agencies.

3.5 Capacity Building of staff (Local Training)

Resource management professionals and decision-makers need to understand that in the new agenda for sustainable resource management, their role has to change from regulator and ruler to facilitator. Their jobs will be to assist communities to identify and tackle their own resource management problems. It is necessary to build the capacity of project staff to build confidence for being able to deal with the problems of communities so they are more likely to respond in a helpful, constructive way rather than by simply imposing their authority.

Objective is also to bring about change in the way the sectoral interventions are planned and implemented. Staff of government departments need to learn new approaches of involving local people and working together to address natural resource management issues. In order to support the research and development agenda of ERNP, the primary human resource will be for a cadre of professionals who serve as trainers and developers of methods. Their role will be to train others, and help in the development of training programmes, methods and forms of organization appropriate for participatory development. Those at the management level need to be trained so that they appreciate and endorse the project approach and the field activities to make the project more successful.

Specific objectives of the training programme for staff of the ERNP project shall include the following:

- Orientation of staff in the philosophy and approach of participatory development in the context of conservation in general, and the approach of ERNP in particular;
- To develop a common understanding of social resources development;
- To guide the process of preparation, implementation and monitoring of village development plans;
- Improve diagnostic skills and design of technical and social interventions best suited to the local socio-cultural and ecological conditions;

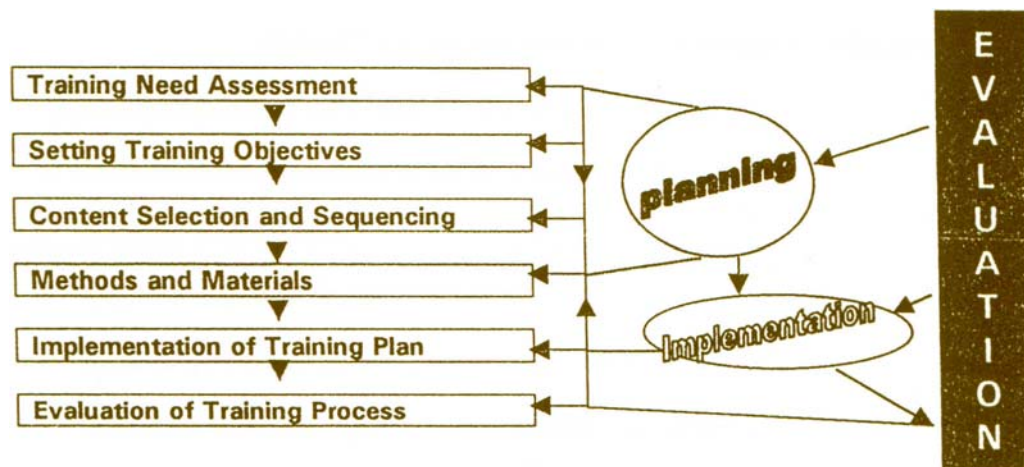
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- Improve the training skills of project staff to enable them to design and conduct training sessions for communities in a proper manner;
 - Improve extension and communication skills to make them better change agents;
 - Enhancing participatory rural appraisal, planning, monitoring and evaluation skills so that they efficiently plan implement and monitor their components.

3.6 Capacity Building of Project Staff (FOREIGN TRAINING)

Under foreign training component project will arrange Master level courses to be under taken in Europe. The project will arrange short-term overseas technical training and regional study tours for senior project staff and key individuals in strategic policy positions. The PM Us will propose/select participants and their subjects among project staff based on training need assessment. The Project Technical Advisors (PTAs) will prepare detailed proposals for long term, short term, and study visits (including budget) based on the available resources with the project under foreign training. The proposals will be submitted to PRB/PSC and European Commission for approval. The project staff attending long term training courses abroad would work with the project for at least three years on their return. PTAs would handle the foreign training component of the project. Coordinator Training would liaise with PT As in order to build up a good picture of the training possibilities available outside Pakistan.

4. TRAINING PROCESS

Training Process of ERNP



4.1 Training Need Assessment (TNA)

Training need assessment is the first, and the most important step of the training process as the subsequent steps of the training process are dependent on it. Training need assessment serves as the foundation of the process. Some training needs have been identified through training need assessment, and during diagnostic surveys of the project and some more needs (of communities) are expected to be identified through social organizer's and sectoral staff's interaction with the communities. However, a systematic interactive procedure will be applied to identify and prioritize the needs (staff training need assessment questionnaires are included as Annex-1). Training records, interviews, discussions and observations may be used to assess staff training needs. Problem census, meetings, discussions with key informants, observations and review of record (resolutions) may be used to assess training needs of communities. Training plans will be formulated and need based courses will be designed and delivered to the target population (staff and communities). Moreover, it will also provide necessary information about courses which may not be organized in house, and making arrangements for timely placement of individuals/groups to other suitable institutions. Some training areas identified for community and staff are as follows:

Indicated training areas for community

4.1.1 Regular managerial training

Below mentioned managerial training courses will be arranged for office bearers of COs and VO's

- Governance of COs/VOs(male and female) saving and credit programme
- Participatory M & E

- Leadership management skill training
- Record keeping
- Managers conferences (male/female)

4.1.2 Regular technical training

Below mentioned technical training courses will be arranged for Villagers:

- Natural resources rehabilitation and sustainable use
- Plants nursery and planting techniques
- Orchard management
- Vegetable cultivation
- Kitchen gardening
- Livestock diseases - curative and preventive measures
- Livestock management
- Poultry diseases and their control
- Soil and water conservation
- Bee keeping
- Food processing
- Floriculture

In order to prepare the communities for better management of their resources, their capacities will be improved through practical training.

The well known Chinese Proverb says:

"If you give a hungry man a fish,
You will need to give him another one tomorrow.
But if you teach him how to fish,
He will be able to look after himself."

Successful outcome of the project at its exit would be trained extension workers who will not only look after themselves but also extend services to the communities.

For the purpose a cadre of Village Extension Workers will be developed in the following disciplines.

Livestock Extension Workers
Agriculture Extension Workers
Forestry Extension Workers
Wildlife and Tourism Extension Workers

Potential training institutions would be contacted to design and organize these training courses. Animal Husbandry In Service Training Institute (AHITI) may be contacted for Livestock Extension Workers Training Courses. Barani Agricultural Training Institute Rawalpindi may be suitable for Agriculture Extension Workers Training Courses. Forest Schools and other institutions may be contacted for Forestry, Wildlife and Tourism Extension Workers. Initially 3-4 week training courses will be arranged for Agriculture, Livestock and Forestry Extension Workers. However further training courses for EWs will also be arranged on need basis. Topics on environment would be included in the contents of training.

Training utilization of extension workers will be closely monitored by the Experts Training and Extension and also by the concerned sectoral heads. Extension workers will maintain complete record of the services provided to the communities.

4.2.3 Indicated training areas for staff

- Induction training project goals, objectives and approaches
- Social organization methods
- Participatory approaches to sustainable development
- Gender and development
- Participatory Rural Appraisal and planning
- Participatory M & E
- Training of trainers
- Effective communication skills
- Basic computer and office management skills
- Environment impact assessment

In most of the training courses, topics such as environmental education, communication and social organization will be included to sensitize staff and communities.

4.2 Planning and Implementation of Training Programmes

The delivery of training is as important as planning and designed training programme. Under ERNP training courses/workshops will be planned and mounted at the following levels:

- a. Middle level and support staff training at sub-project level (in-house and in other institutions);
- b. Community training at sub-project level (in-house and in other Institutions);
- c. Middle level staff; support staff and community visits at sub-project level;
- d. Training and visits at project level for project staff including line agencies and NGOs staff;
- e. Training of Individual staff and community members to other institutions.

Training courses/workshops (a-c) at each sub-project level will be handled by respective Experts Training and Extension with the support of other experts, social organizers and project management. Experts Training and Extension will be provided technical guidance in planning (designing, setting curricula) by the Coordinator Training and other concerned coordinators. Training at project level (d-e) will be handled by the Coordinator, Training. Specialized training courses for staff indicated in the PMU work plans, which appear common for all three sub-projects and are cost effective when organized at project level will be designed and implemented by coordinator training. Resource Unit staff including coordinators will also participate in training courses and visits on need basis. These courses will either be conducted by inviting resource persons or contacting relevant HRD institutions who offer regular courses or are ready to develop and mount tailor made courses. Placement of selected staff members/community nominee to different HRD institutions will be arranged by Coordinator, Training.

Following steps need to be taken into account for effective implementation at project and sub-project level training:

4.2.1 Preparation

All those actions, which would prepare us for conducting training programme. It has two phases master planning and contingency planning.

4.2.1.1 Master Planning

Master Planning includes following actions

i) Training Plan (Calendar):

Tentative Annual Training Plan for both staff and communities will be developed on the basis of TNA at sub-project and project level. For coherence, quarterly plans for both staff and community will be prepared. These plans will help the concerned staff to arrange training events efficiently and also provide opportunity for coordination with the other sub-projects training events. Under special circumstances Experts T&E in consultation with PMU and Coordinator Training may bring changes in the training schedule. Training calendar format is attached as Annex 2.

ii) Training courses brief modules

About one page brief module of each training course will be prepared under the following titles:

Training course title:

An attractive and commonly understood title will be given to a training course/workshop.

Objectives of the training course, contents

methods and materials, detail follows from 4.3-4.5.

Participants profile:

This will include information such as age, sex, qualifications, marital status and special interest.

Resource Persons:

The resource persons who are expected to be invited for each course will be listed in the modules.

Duration

To deliver the contents to achieve set objectives proper duration courses/workshops will be organized.

Budget

An estimated budget for each training course/workshop will be prepared for which a cost estimate sheet has been prepared (Annex - 3),

- iii) **Pre-training contacts with trainees and resource persons**
Both resource persons and participants of the courses will be contacted/informed to confirm their availability,
- iv) **Duty charts for staff**
A chart of duties for other project staff (support staff) involved during the conduct of training events will be prepared to make necessary arrangements.
- v) **Checklist for resources/facilities**
The organizers (ET&E and Coordinator) to make necessary arrangements will prepare a general checklist for each training course/workshop. As a specimen a stationary checklist is attached as Annex - 4.

4.2.1.2 Contingency planning

In any situation it would be a great mistake to believe that planning is a once and for all activity. Contingency planning is required in case the pre-planned arrangements do not materialize. Resource persons some times do not arrive in time due to certain circumstances and thus programme is disturbed. Similarly, power supply fluctuation is a major problem in the sub-project areas. Therefore, standby arrangements to cover resource persons and power supply would be taken into account.

4.2 Training Course Objectives

The reason for setting training objectives is to ensure that both the participants and trainers/resource persons know what target or outcome is expected through the training course. As a trainer, one must know exactly where he/she is going, otherwise the aim is lost. These objectives will also serve the basis for testing/measuring the performance of the participants at the end of the course. At least three training objectives will be set for each training course/workshop.

4.3 Content Selection and Sequencing

While selecting the content of training courses for staff and communities there is a need to know what knowledge ,(participants must know, should know and could know) skills and attitude are important to consider. It will be necessary to organize the contents into a sequence. Tips to organize the contents are as follows:

- Move from simple to complex;
- Use an existing logical organization, this may be chronological, topical or dependent on topical styles;
- Move from known to unknown;

- Cover the content in order of job performance.

The concerned project staff would provide support to the training team in organizing and sequencing the content.

4.5 Methods and Materials

There are many methodologies and materials, which can be used. However, not all are equally effective for reaching all types of participants or reaching specific contents. For example lecture method is a quick method to deliver theory, but is a poor way to teach skills like pruning and training of fruit trees. Therefore, various interactive methods will be applied which will provide maximum learning opportunities to the target population. Interactive lecturing, G.D, 8.5, case studies, exercises, O&A, etc. will be applied depending on the nature and need of the participants and content will be delivered, performance will be desired according to the resources available with the project.

4.6 Implementation

The effective implementation of training programme depends upon a well prepared plan. However, some other aspects need to be considered for effective implementation.

4.6.1 Participant reception

Participants at the sub-project level courses would be welcomed by ET&E and at project level by Coordinator Training, (their nominee in absence)

4.6.2 Registration

For each training course participants will complete registration forms and record will be maintained the sub-project and project level (format annex - 5).

4.6.3 Opening Ceremony

Recitation from the Holy Ouran, Welcome address, introduction to the course/workshop and introduction of participants.

4.6.4 Expectations

In the training courses/workshops participants will be requested to put/share their expectations. This will enable trainers to make adjustments in the schedule, if necessary. It will also enable them to review and compare with the actual outcome of the training.

4.6.5 Time Keepers

One participant among the group will be selected as time. keeper who will keep track of time during the course.

4.6.6 Actual Conduct

Course/workshops will be conducted following the prepared schedules in sessions. To execute the sessions systematically a copy of the session plan may be provided to the resource persons, if necessary (annex-6).

4.6.7 Accommodation (boarding and lodging)

Project will arrange/provide accommodation to the participants

4.6.8 Training environment/facilities

Necessary facilities to provide comfort will be made available in the training hall so that participants pay full attention to the course.

4.6.9 Keep track of finance and accounts

4.6.10 Get informal, casual feedback from, participants

4.7 Training Evaluation

A systematic process of collecting and analyzing information and about a training event will be applied which will be used to assess the relevance and effectiveness of different training courses. This process will start from planning and will continue after the termination of a training course. Formal and informal methods will be used for this purpose. Evaluation will be a continuous process; however, the following stages need to be taken into consideration by the parties involved in training:

4.7.1 Evaluation for planning

This evaluation will provide information on

What the participants will be expected to do?

What the participants already know how to do?

The characteristics of participants! and participant needs.

4.7.2 Evaluation of methods and materials

This evaluation will help us to choose the most appropriate training tools and techniques. At this stage the question to be answered is;

How will you get there?

Questionnaires have been developed which can be used at the end of sessions to improve the coming sessions (Annex-7).

Informal discussions with participants may also help to find attractive methods and materials.

4.7.3 Process evaluation

This will be conducted to detect or predict defects in the procedural design of training activity during implementation phase. At this stage the question to be answered is; How are you doing in getting there?

Questionnaires have been developed which can be used at the end of sessions to improve the next sessions. However, in short courses/workshops trainer might evaluate through just an informal feedback from participants or by asking few general questions at the end of the session. Roundtable discussions and individual interviews may also be used.

4.7.4 Terminal evaluation

The primary objective of terminal evaluation is to determine the degree to which the intended objectives and goals of the training activity have been met. Did the training activity produce the intended changes in the knowledge of the participants. At this stage the question to be answered is; Have you accomplished it?

Same questionnaire, which has been developed for training sessions, can be used at the end of training course to improve the next coming courses.

A training logistic questionnaire to solicit the opinions of participants about the current logistics, and how we can improve it in the future, is included as Annex-8.

The information collected through this questionnaire may be analysed simply on %age basis. The results may be communicated to all concerned to improve the future training courses by the project.

4.7.5 Follow up evaluation

Follow-up evaluation will help in determining the changes in participants' actual job performance as a result of training. This will provide immediate and long-term feedback. To be able to measure change follow-up evaluation often seeks answer to such questions? .

Are trainees/participants actually using their newly acquired skills?

Do people notice any change in trainee attitude or behaviour?

Key question to be answered by follow-up evaluation is:

How are participants doing now?

Questionnaire for follow-up evaluation of staff and community training will be developed in consultation with M & E team of ERNP.

Casual participants' follow up survey/personal visits, discussions with supervisors and with beneficiaries may be the appropriate tools. Regular feedback of village extension workers will also be a good tool for follow-up evaluation.

4.7.6 Evaluation Team

For monitoring and evaluation of in-country training programme of ERNP, monitoring and evaluation experts will support training and extension experts at sub-project level training courses, and coordinator M&E will support the coordinator training, at project level training.

5. GENERAL TRAINING GUIDELINES

5.1 Linkages

A number of projects and programmes are following participatory approaches for development. Human Resource Development particularly the skill enhancement of local people forms an important component of their mandate. Therefore, the ERNP will take full advantage of the experience of other contemporary projects or institutions. Their course curricula and material already developed by them will be reviewed and where appropriate, adopted to meet the needs of the project. Some of the contemporary projects of relevance to the needs of ERNP are:

- Agha Khan Rural Support Programme (AKRSP) Gilgit
- National Rural Support Programme (NSRP), Islamabad
- Sarhad Rural Support Corporation (SRSC), Peshawar

In addition, there are a number of training institutions that offer pre-packaged courses for professionals as well as for villagers. These courses range from general courses like community development, social mobilization, and extension methods to specific such as poultry and livestock. The courses offered by these institutions will be reviewed, and where appropriate the services of these institutions will be utilized for training, training material development and/or obtaining services of resource persons. Some of the prominent institutions for this purpose include the following:

- Animal Husbandry In-service Training Institute (AHITI), Peshawar
- Association for Development of Human Resources, Islamabad
- Extension Services Management Academy (ESMAI. Garhi Dopatta, AJK
- National Centre for Rural Development (NCRD), Islamabad
- Pakistan Academy of Social Sciences (PASS), Lahore
- Pakistan Agricultural Services Academy (PASA), Islamabad
- Pakistan Forest Institute, Peshawar
- Poultry Research Institute, Rawalpindi
- National Agriculture Research Centre (NARC) Islamabad
- Barani Agriculture Training Institute (BA TI) Rawalpindi
- Forest Schools of Thai Abbotabad and Gora Gali Murree

Contact detail on the above listed institutions is given in **Annex - 9**.

The rapid and accelerating pace of change in the economic, social and environmental setting will compel a radical shift in approaches to human resource development. The projects/organizations are by and large working in isolation and in many cases are not even aware of the activities of their projects/organizations. The results are duplication, overlapping and less efficient use of resources available to them. Indeed, it has been increasingly recognized that HRD must be seen as a system.

The training work can not be done in isolation. The training organizations need to share their experiences, expertise and other resources to meet these challenges. Therefore a mechanism will be developed to strengthen the inter/intra organizational linkages at the country level. For this purpose, at ERNP level joint planning, presentation and review sessions will be arranged. Good experiences of one project would be applied to the other. Meetings would be arranged in which other projects or institutions would be invited to share experiences, expertise and other resources.

Keeping in view the need of sustainable linkages of VO/WOs with the government line agencies, being the permanent service delivery organization, resource persons will be invited for the delivery of contents.

Training programme of ERNP over time will develop linkages with other institutions, detail of which is as follows:

- HRD institutions (Education and Training)
- IUCN Projects
- IUCN Thematic Units
- Development Projects
- Rural Support Programmes
- Communities
- Research institutions etc

Attempts will be made to establish direct linkages between trained workers (technical and managerial) and government line agencies, appropriate private input suppliers and market outlets.

5.2 Study Visits

Every year project staff (including line agencies staff) and community activists/extension workers from each of the sub-project area will be taken on visits to relevant projects/programmes to observe the effects of different practices and discuss these practices with other experienced colleagues. Examples of good practices shall be identified both within ERNP and in other project areas.

The community activists will be shown these examples. It will provide an excellent opportunity to observe how small farmers do environment friendly innovations and adopt new technologies. Such study visits will also provide good opportunities for exchange of useful knowledge and experience with farmers and experts working in various fields of natural resource conservation and their sustainable uses.

The visit organizers may discuss beforehand what participants would like to observe and what they hope to learn. The organizers will set objectives and plan visits carefully to ensure participants are not overloaded with information. Some of the institutions/projects identified for visits over the project period are as follows:

- Agha Khan Rural Support Programme (AKRSP) Gilgit
- Social Forestry Project. Malakand Dir
- Kalam Integrated Development Project, Sawat
- Sawabi SCARP Project, Mardan

-
- National Rural Support Programme (NSRP). Islamabad. Murree and Rawlakot AJK
 - Sawabi Irrigated Agricultural Project (SIAP)
 - Malakand Fruit and Vegetable Development Board
 - Forestry Sector Project. Peshawar
 - Neelum and Jehlum Valleys Community Development Project. Muzaffarabad, AJK
 - Northern Resource Management Project (NRMP), Muzaffarabad. AJK
 - Sweater Watershed Management Project. Mirpur. AJK
 - UNDP Area Development Programmes AJK
 - Dir District Development Project (DDDP), Temirgara
 - Participatory Upland Conservation and Development Project Quetta
 - Agriculture Research Institute Sariab, Quetta
 - IUCN Office and SUPARCO Karachi etc
 - Mansehra Village Support Programme (MVSP), Mansehra
 - Sungi Development Foundation (SDF) Abbotabad

PMUs in consultation with Resource Unit will explore further appropriate places/projects to be visited.

Need based extension activities will be carried out under the project. Some important areas could be as follows:

- Cadre of extension workers
- Demonstrations
 - Result demonstration/introductory demonstration
 - Methods demonstration
- Farmers conference/ Manager's conferences
- Exhibitions
- Campaigns

5.3 Number of Participants

In order to optimize the training resources. it is recommended that the number of participants in in-house training courses should not be less than 12 and not exceeding 25.

5.4 Selection of Participants

Staff for training will be nominated by the concerned PMUs. PMUs will ensure nomination of project staff on equity basis in training courses and workshops. Village level activists will be selected on the mutually agreed selection criteria by the concerned Community Organization/Village Organizations (CO/VO). SOs and professional staff will facilitate the process. The following guidelines are recommended for the selection criteria.

The community participants nominated for training should:

- be selected by consensus by the general body of the CO/VO;
- be permanently residing in the village;
- be a CO/VO member;
- preferably be 25.45 years of age;
- be preferably literate;
- have some aptitude for the kind of training for which selection is made;
- be willing to help other CO/VO members;
- be willing to travel, specifically in case of women;

In order to make the best use of the training opportunities offered by ERNP, the suggested roles and responsibilities for the COs and VOs are as follows:

- Follow the criteria for selection of participants for training
- Nominate suitable candidates at least fifteen days prior to the commencing of training
- Send the nominee to training place at given time and date.
- Enhance the training utilization
- Pay reasonable remuneration to trained persons on providing services to them

5.5 Training Plans

Experts Training and Extension shall be responsible for taking lead role for the preparation of training plan and cost estimates both for staff and community training programmes. The PMU will review the programme and incorporate it in the annual plans. Experts will consult with the Coordinator Training before finalizing the programme. Coordinator Training will prepare plan for project level courses.

5.6 Travel

Cost and arrangement of transportation of participants from their headquarters in case of staff and for activists from the village to the training venue will be paid by the project. Where public transport is easily available project vehicle will not be provided for transportation to bring the participants to the

training venue.

5.7 Pocket Money

The project will take care of the boarding and lodging arrangements of the participants. Pocket money will not be paid to staff or community nominees during the training courses. However, for travel ling to the training venue and returning to home base the project will pay the participants reasonably to cover the cost of meals.

5.8 Audio Visuals

A library of audio-visual materials will be developed for different training courses at sub project level.

5.9 Report Writing

At the end of each training course/workshop, Experts, T&E with the help of resource persons shall prepare a report. Independent resource persons may also be engaged to complete the reports timely.

5.10 Review and Planning

Coordinator Training will review the process of in-country training programme on quarter basis and use the lessons learnt to tune and refine training materials and methods. The review shall include progress of last three months and the plans for next three months.

Annex - 1

TRAINING NEED ASSESSMENT PROFORMA

Name: _____

Job Title: _____

Date of Birth: _____

Qualifications: _____

Training:

Title	Institute	Duration
-------	-----------	----------

JOB ANALYSIS WORKSHEET

Jobs	Frequency of performance (a)	Importance (b)	Learning Difficulty (c)	Total	Focus

Legends

(a) 1 = Seldom
2 = Occasional
3 = Monthly
4 = Weekly
5 = Daily

(b) 1 = Marginal important
2 = Moderately important
3 = Extremely important

(c) 1 = Easy
2 = Moderately difficult
3 = Very difficult
4 = Extremely difficult

TASK ANALYSIS WORKSHEET

Jobs	Frequency of performance (a)	Importance (b)	Learning Difficulty (c)	Total	Focus

Legends

(a) 1 = Seldom
2 = Occasional
3 = Monthly
4 = Weekly
5 = Daily

(b) 1 = Marginal important
2 = Moderately important
3 = Extremely important

(c) 1 = Easy
2 = Moderately difficult
3 = Very difficult
4 = Extremely difficult

GAP ANALYSIS WORKSHEET

Tasks	Required Standards	Present Ability	Gap	Training Gap

1. Please rate your previous experience, present requirement and training requirements related to your job at the present project.

	Previous Experience			Present Job Requirement			Training Requirement		
	Low 1	2	High 3	Low 1	2	High 3	Low 1	2	High 3
<u>Managerial</u>									
Communication Skills									
Time Management									
Project Planning & Scheduling									
Monitoring & Controlling									
Crises Handling									
Report Writing Skills									
<u>Financial</u>									
Accounting									
Preparing Budgets									
Book Keeping									
Controlling Finance									
<u>Administration</u>									
Supervision									
Storage Management (maintaining files, etc.)									
Personnel Management									
Inventory control									
Procurement									
Public Relationing									
Handling Equipment									

	Previous Experience			Present Job Requirement			Training Requirement		
	Low 1	2	High 3	Low 1	2	High 3	Low 1	2	High 3
<u>Linkages with Other Agencies</u>									
Government Organizations									
Private Organizations									
Non-Government Organizations									
Rural Support Programmes									
<u>Research and Surveys</u>									
Plan Research & Surveys									
Develop Questionnaires									
Collect data									
Conduct interview									
Analyse data									
Trainers Skills									
Plan Training Programmes (TP)									
Proposal Writing for TP									
Managing and Training Sessions									
Effective Presentation Skills									
Evaluation of Training Programmes									
<u>Material Production</u>									
Report Writing									
Developing Training Curriculums									
Developing Video Films									
Developing Introductory Materials									
<u>Computer Use</u>									
Word Perfect									
Lotus 123, Excel									
Harvard Graphic (3.0)									
<u>Sustainable Natural Resource Management</u>									
Forestry									
Wildlife									
Livestock									

Agriculture									
Fisheries									
Soil and water conservation									
Time									
Information									

2. List five major responsibilities according to your job description?

1. _____
2. _____
3. _____
4. _____
5. _____

3. List five major responsibilities you are actually doing in the office at moment?

1. _____
2. _____
3. _____
4. _____
5. _____

4. Rate your level of satisfaction with your present job?

(Low) 1----- 2. ----- 3 ----- 4 ----- 5 ----- (High)

5. Are you facing any problems in performing your present duties? If yes please specify (if more space is required, please use the backside of page

1. _____
2. _____
3. _____
4. _____
5. _____

6. What part of the job makes you face difficulties? Specify.

1. _____
2. _____
3. _____
4. _____

7. In your opinion, how can these problems b

1. _____
2. _____
3. _____
4. _____

8. What type of training do you require to improve your working skills?

1. _____
2. _____
3. _____
4. _____

9. Do you know institutes which provide such training? Please mention.

1. _____
2. _____
3. _____
4. _____

TNA Part II

This part of questionnaire should be filled by Supervisors.

1. What are the major responsibilities of the staff members?

2. Which skills in your opinion, are required to improve his/her performance (Training recommended)?

S.No.

Field of Training

i) _____

ii) _____

iii) _____

iv) _____

v) _____

3. Can you identify institutes which can offer these trainings?

Field of Training

Institutes

i) _____

ii) _____

iii) _____

iv) _____

4. Any other comments / suggestions about the staff member to enhance his/her working skills?

Signature: _____

Name: _____

Annex - 2

Tentative Training Calendar for Staff/Communities of _____ Project
From _____ to _____ 1998

S.No.	Training Course / Workshop Title	Target Group Profile	Proposed Dates	Duration Days	Location	Responsibility
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Annex - 3

COST ESTIMATES SHEET

Training Course Title: _____

Date: (From: _____ To: _____)

Venue: _____

Description	Nos Qty.	Unit cost	Total cost	Remarks
A. TRAINING ROOM MATERIALS				
1. Note books				
2. File covers				
3. Lead pencils				
4. Ball point pens				
5. Transparencies				
6. Transparency markers				
7. White board markers				
8. Flip charts				
9. Flip chart markers				
10. Camera film				
11. Any other				
SUB-TOTAL A:				
B. RESOURCE PERSONS (names)				
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
SUB-TOTAL B:				
C. TRAINING MATERIALS				
1. Training Manual				
2. Training Report				
3. Other reading material				
4. Photocopying costs				
SUB-TOTAL C:				

D. REFRESHMENT/MEALS							
1.	Morning tea						
2.	Lunch						
3.	Afternoon tea						
SUB-TOTAL D:							
E. SUBSISTENCE & TRAVEL							
1.	Travel costs						
2.	Lodging						
3.	Meals						
SUB-TOTAL E:							
F. FIELD VISITS							
1.	Transport charges						
2.	Boarding & lodging						
SUB-TOTAL F:							
G. ANY OTHER							
1.	_____						
2.	_____						
3.	_____						
SUB-TOTAL G:							

A	B	C	D	E	F	G	Total Amount

Annex - 4

STATIONERY REQUEST SHEET

Project : _____

S.No. Required	ITEMS	Quantity
1. No.	Gum stick UHU Medium	
2. "	Masking tape 1"	
3. "	Masking tape 2"	
4. "	Magic tape 3M	
5. "	Scotch tape 1" x 72	
6. "	Draft pad	
7. "	Ball point	
8. "	Lead pencil	
9. "	Marker dollar 70/90	
10. "	White -board marker	
11. "	White -board marker ink snowman	
12. "	Pen fluid Uni	
13. "	White fluid UHU	
14. "	Brown sheet superior	
15. "	Colour card 9 x 4"	
16. "	Transparency marker water soluble	
17. "	Offset paper 90 gms A-4	
18. Set	Thumb tag open No.50	
19. Ream	Staple pin 369	
20. Pkt	Post it Pad 3x3"	
21. No	Transparency sheet 3M	
22. Nos	Sharpener plastic, Germany	
23. Pkt.	Eraser AL 30	
24. Nos.	Document file Brown Alfalah	
25. No	Olfa cutter SDI 0426	
26. "	Scissor imported	
27. "	Pointer steel	
28. "	Foot scale plastic 12"	
29. Pkt	Paper pin	
30. No	Double hole punch KW 908	
31. Nos	Staple Machine SOI 1131	
32. Nos	Graph pad A-4 Lucky	
33. "	Box file 526 Abri	
34. "	Conference bag	
35. Pad	Flip chart imported	
36. Ream	Coloured paper green 210 x 297 mm	
37. Nos	Binder clip large size	
38. "	Stapler pin remover	
39. "	Colour sheets A-4	
40. "	Separator set	
41. "	Stapler	
42. "	Name tags	

Annex - 4**Environmental Rehabilitation in NWFP and Punjab
Course / Workshop Title****Registration Form**

Please complete all sections in CAPITAL Letter:

Title: Mr. Ms/Dr/Other	Sur Name:	Second Name:	Date of Birth: Day-Month-Year
---------------------------	-----------	--------------	----------------------------------

Contact Address:

Tel: Fax: Email:

EMPLOYMENT DETAILS:

Current Position: Organization:

Name & Address of Employer:

Tel: Fax: Email:

Your current major duties:

-
-
-
-
-
-
-
-

TRAINING SESSION PLAN

TITLE			
TARGET GROUP		NUMBER	TIME
AIM			
OBJECTIVES			
CONTENT	METHODS	RESOURCES	TIMING
INTRODUCTION			
DEVELOPMENT			
CONCLUSION			

EDUCATION AND TRAINING RECEIVED:

Institution	Country/Place	Dates	Specialization/Course name	Degree/diploma/certificate

Did you ever attend training workshop/s before like the one titled above: yes No

If yes, please give details:

Dates	Title of workshop	Duration	Specific areas covered

S. No.	Please acknowledge receipt of the following stationery items	Quantity		
1	File cover	1		
2	Draft pad	1		
3	Ball pint	1		
4	Eraser	1		
5	Foot Scale (plastic)	1		
6	Lead pencil	1		
7	Sharpener	1		
8	Any other	1		

Signature of the Participant:

Date: _____

Annex - 7**TRAINING SESSION/COURSE EVALUATION****INSTRUCTIONS:**

On completion of a unit of instruction course/training course we would like to have your feelings on what has just been presented. This information is valuable in helping us to make the following training sessions/courses more interesting and useful to you. Below you will find a number of questions dealing with the just completed training session/course. Most questions can be answered by circling a number on the scale to the right of the question. Where a written answer is required, please write your reply clearly in the space provided. Please consider your responses carefully and answer honestly. Everything you say will be held in strictest confidence. The information will be used only to help us make our training more responsive to your needs.

Topic Discussed: _____

I. CONTENT:

- | | | |
|-------------------------------------------------------------------------------------------------------|------------------|--------------------|
| 1. Relevance of the topic/course to your job. | Not relevant | Very relevant |
| | <u>1</u> 2 3 4 5 | |
| 2. Clarity of session's/course objectives. | Not clear | Very clear |
| | <u>1</u> 2 3 4 5 | |
| 3. Level of instruction. | Too basic | Too advanced |
| | <u>1</u> 2 3 4 5 | |
| 4. Lecture coverage. | Inadequate | Very comprehensive |
| | <u>1</u> 2 3 4 5 | |
| 5. Time allotment. | Too short | Too long |
| | <u>1</u> 2 3 4 5 | |
| 6. Emphasis on details. | Too brief | Too detailed |
| | <u>1</u> 2 3 4 5 | |
| 7. Organization and direction. | Disorganised | Well organised |
| | <u>1</u> 2 3 4 5 | |
| 8. Treatment of topic. | Abstract | Practical |
| 9. Additional remarks you may have on these or other aspects of the content of this training session: | | |
| | _____ | |
| | _____ | |

II. METHODS:

- | | | | | | | |
|------------------------|------------|----------|----------|----------|----------|-------------|
| 1. Formal lectures | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 2. Group Discussions | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 3. Question and answer | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 4. Brain storming | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 5. Case study | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 6. Demonstration | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 7. Exercise | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 8. Practical | Not useful | | | | | Very Useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |

9. If you thought any of these methods were of no or little use please suggest other methods:

III. TEACHING AIDS AND HANDOUTS

- | | | | | | | |
|-----------------------------------|---------------|----------|----------|----------|----------|----------------|
| 1. Effectiveness of teaching aids | Not effective | | | | | Very effective |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 2. Readability of
_____ | Not readable | | | | | Very readable |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 3. Audibility of
_____ | Not clear | | | | | Very clear |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 4. Clarity of message of
_____ | Not clear | | | | | Very clear |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 5. Appealing of
_____ | Not appealing | | | | | Very appealing |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
| 6. Usefulness of
_____ | Useful | | | | | Not useful |
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |

7. Any additional remarks you may have on these or other aspects of the teaching methods, aids and handouts used in this training / course:

IV. INSTRUCTOR EFFECTIVENESS:

- | | | |
|------------------------------------------------------------------------------------|-------------------|--------------------|
| 1. Mastery of subject matter | Not knowledgeable | Very knowledgeable |
| | 1 2 3 4 5 | |
| 2. Ability to relate topic to your individual work situation | Very poor | Excellent |
| | 1 2 3 4 5 | |
| 4. Openness to ideas of trainees | Not receptive | Receptive |
| | 1 2 3 4 5 | |
| 5. Encouraged trainee participation | Did not encourage | Encouraged |
| | 1 2 3 4 5 | |
| 6. Time management | Very poor | Excellent |
| | 1 2 3 4 5 | |
| 7. Speed in talking | Too slow | Too fast |
| | 1 2 3 4 5 | |
| 8. Clarity of speech | Not clear | Very clear |
| | 1 2 3 4 5 | |
| 9. Personal appearance | Very poor | Excellent |
| | 1 2 3 4 5 | |
| 10. Additional remarks on these or other aspects of the session/course instructor: | | |

V. GENERAL

- Please state the three most important ideas/concepts that you learned from this session /course:

- What did you like least about this session/course?

- Suggestions to improve the session/course:

Annex - 8

TRAINING LOGISTICS QUESTIONNAIRE

Below you will find listed a number of facilities and services. Please read the question and indicate your opinion by circling the appropriate number to the right. You are not required to write your name on this form so please feel free to give us your honest opinion.

	Very poor	Poor	Average	Good	Very good
1. Quality of the meals?	1	2	3	4	5
2. Quality of your accommodations?	1	2	3	4	5
3. Suitability of the lecture hall?	1	2	3	4	5
4. Quality of the transportation facilities	1	2	3	4	5
5. Contacts with staff members?	1	2	3	4	5
6. Others (write others)	1	2	3	4	5
8. Please use the space below to write down any suggestions you might have that will help us to improve facilities and services for training courses.					

f:\h\c\SHK\trg

HRD INSTITUTIONS / ORGANIZATIONS

S. No.	Name of the Organization	Year Est.	Status	Name & Title of Head of Training Inst./Wing	Name & Title of Head of Training Inst./Wing	Postal Address	Phone No.	FAX & EMAIL
1.	Aga Khan Rural Support Programme (AKRSP)	1982	NGO	Mr. Stephen f. Rasmussen, General Manager, AKRSP	Mr. Muhammad Ghani Khan Marwat, Manager Human Resources, AKRSP	Babar Road, Gilgit	0527-2910 2480	0572 - 2779
2.	Animal Husbandry In-service Training Institute (AHITI)	1986-87	Govt.	Mr. Guizar Khan Secretary to Govt. of NWFP	Dr. Sirajul Haque, Project. Director! Principal, AHITI	P.O. Box 1271. GPO, Peshawar Cantt	0521-9210025 9210309 2400266	0521-9210249 9210285
3.	Extension Services Management Academy	1975	Govt.	Ch. Muhammad Sadiq, Secretary to Govt. of AJK	M. Afzal Turk, Director General, ESMA	ESMA, Garhi Dopatta (GO), Muzaffarabad, Azad Kashmir	0581-2119 4169 63& 7(GDP)	0581-4169 pak87008@fao pak.msm.cgnet. com
4.	National Rural Support Programme (NRSP)	1991	NGO	Dr. Rashid Bajwa, General Manager, NRSP	Mr. Roomi S.Hayat Programme Manager (HAD), NRSP	46, Aga Khan Road, F-6/4, Islamabad	051-822319 822324 822752	051-e22779
5.	National Centre for Rural Development (NCRD)	1979	Govt.	Mr. Khumar Khan Mashud, Director General, NCRD	Zahur Ahmed Ch. Director Research NCRD	NCRD, Park Road, Chak Shehzad, Islamabad	051-241721 24C'187	051-9202078 NCRD@INFOLINK. NET.PK
6.	Pakistan Agricultural Services Academy (PASA)	1992	NGO	Dr. Muhammad Akbar Chairman, PARC	Dr. C.A. Clair, Director Training	NARC, Park Road, Chak Shehzad, Islamabad	051-9203966 240299	051-9202968 240909
7.	Pakistan Academy of Social Sciences (PASS)	1989	NGO	Ms. Shaheen Atiq-ur Rehman, Executive Director	Prof. Saeed - ur Rehman	E-105/A-9 Gulgasht Colony, Defence Boulevard, Near Adil Rashid Hospital, Lahore Cantt, Lahore	042-6670887	042-6661817
8.	Sarhad Rural Support Corporation (SRSC)	1991	NGO	Mr. Feroz Shah. Chief Executive Officer, FRSC	Mr. Ikramullah Jan Chief HRD, SRSC	109, Defence Office Colony, St. 2-B, Peshawar	091- 273731 274540	091-276734 GEN@SRSC. PSW. ERUM. COM.PK
9.	Poultry Research Institute,		Govt.	Mr. Bashir Mehmood Bhatti	Director	Poultry Research Institute, Shamsabad, Rawalpindi	9290162, 9290167	
10.	Pakistan Forest Institute, Peshawar		Govt.	Raja M. Ashfaq, D.G	Raja M. Ashfaq, D.G	M/o Environment, LG & R.D, Pakistan Forest Institute, Peshawar 25120.	091-40580	844851 kmspmfi@paknet1.ptc

Annex-10**ENVIRONMENTAL REHABILITATION IN NWFP AND PUNJAB (ERNP)**

To

Dated:

Subject: SHORT TRAINING COURSE ON FOR “_____”
 FOR _____ OF _____ FROM
 _____ TO _____ 1998, AT _____

A training course is being organized at _____ for
 _____ on the subject and dates mentioned above.

We would be obliged if you could kindly benefit the participants with your long and rich experience by imparting training alongwith its write-up/so The teaching aids like overhead & slide projectors, VCR & T.V. etc. are available at the training venue. The schedule of your training topic/s is as under:

<u>S.No.</u>	<u>Topic</u>	<u>Date</u>	<u>Time</u>
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We would be ready to pay nominal amount as honrarium.

Kindly confirm your availability and send us complete write-up/s of the training contents in **ENGLISH/URDU**.

The write-up/s should be typed/hand written (neat and clean) by giving double space and leaving a proper margin at least on one side of the paper. This material will be compiled in the form of a Training Manual/Report in your name for use as reference both during and after the training.

We would be further obliged if you could impart training by preparing a lesson plan for proper time budgeting and effective training. We would appreciate participatory teaching learning process.

Looking forward for your early and favorable response, please.

With kind regards,

Yours sincerely,

Mahmood Akhtar Cheema
 Coordinator Training, ERNP