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Following-up on coordination and quality of Training Activities at PATSPPO

October 2019

TRAINING

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October, 2019

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ABBREVIATIONS

AAU	Addis Ababa University
CEE-FRC	Central Ethiopia Environment & Forest Research Center
CSR	Corporate Social Responsibility
EBI	Ethiopian Biodiversity Institute
CEE-FRA	Central Ethiopian Environment and Forest Research Center
EEFRI	Ethiopia Environment and Forest Research Institute
EMI	Ethiopian Management Institute
GoE	Government of Ethiopia
MEFCC	Ministry of Environment Forest and Climate Change
PATSPO	Provision of Adequate Tree Seed Portfolios (Project name)
PR	Public Relations
TNA	Training Needs Assessment
TSC	Tree Seed Centre
RTSC	Regional Tree Seed Centre
TSTCU	Tree Seed Technology Coordination Unit
WGCFNR	Wondo Genet College of Forestry and Natural Resources
UCPH	University of Copenhagen

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Arvid Sloth
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1.0 Introduction

The project “Provision of Adequate Tree Seed Portfolios (PATSPo)” aims to enhance productivity and resilience of Forest Landscape Restoration in Ethiopia. It is implemented over a four-year period (2017-20) by the World Agroforestry Centre (ICRAF) in close collaboration with the Ethiopian Environment and Forest Research Institute (EEFRI).

The project will contribute towards Ethiopia’s Climate Resilient Green Economy (CRGE) strategy, which is a green growth strategy, via the national forest restoration targets for the next 20 years and beyond. Restoring and planting of vast landscapes require an able and effective organization to provide large quantities of quality seed for tree planting. PATSPo addresses this directly by providing a multiple tree species programme able to provide:

1. organizational setup of the tree seed sector, including stakeholder identification and roles and responsibilities, based on a sector analysis;
2. species specific knowledge for most priority tree species;
3. a built up of the tree genetic resources for the future, comprising exploration, mobilisation, conservation, establishment, management and improvement; and
4. capacity to monitor and deliver quality seed and seedlings of multiple species required for large scale restoration.

A basic precondition for fulfilment of the goal and outputs is that the organisational set-up, including PATSPo and major stakeholders involved, have the required technical, institutional and motivational capacity.

Training providers have been identified and pre-assessed in 2018 and an ambitious training programme, including course curricula and training tender material have been developed in 2018. The trainings have since been executed partly through training providers external to PATSPo for the last 12 months. It is therefore time to follow-up on training execution, performances, challenges and identify operational improvements based on initial experiences gained. Thus, the report and its appendices present the findings and work accomplished by Arvid Sloth who visited the project from 16. September to 6. October 2019.

Briefing and de-briefing meeting were held with Project Management and a debriefing report was submitted.

The ToR for the consultancy is attached as Appendix A and the Consultant’s Schedule is presented in Appendix B.

This draft report is prepared for PATSPo and its Management will decide on the use of the recommendations made in the report.

2.0 The assignment’s expected results.

The purpose of this consultancy is to support learning and the implementation of the upcoming planned courses in accordance with the PATSPo Course Programme.

While in Ethiopia, the consultant and PATSPo resource persons will discuss and assess the course plan and the execution of the individual courses including: i) assess the quotations received by PATSPo; ii) no. of courses implemented; iii) the quality of the courses; iv); the quality and relevance of the training material applied in the courses; v) the participants’ evaluations of the courses; vi) problems encountered by PATSPo following the course plan.

The consultant will visit selected training providers, which have implemented courses for PATSPO and discuss their views on the collaboration with PATSPO.

Additionally, the consultant will revise and update the course plan, and prepare detailed course plans and upgraded and completed tendering material for possibly needed 'new' courses to be included in the plan.

OUTPUTS

Three major outputs will be produced:

- a) A short consultancy report presenting the findings/results from the activities presented in section 5 below.
- b) An updated PATSPO plan for outsourced courses 2019 – 2021.
- c) Detailed course descriptions and complete tendering material (incl. required training material) for possible 'new' courses to be included in the plan

ACTIVITIES

The activities of the consultants will include, but not necessarily be limited to:

- a) Assess the general quality and relevance of the quotations from course providers received by PATSPO.
- b) Assess/evaluate the no. of courses implemented.
- c) Assess the general quality of the courses.
- d) Assess the quality and relevance of the training material used for the courses.
- e) Summarize and assess the participants' evaluation of the courses implemented.
- f) Assess and discuss the problems encountered by PATSPO following the course plan.
- g) Visit selected training providers, which have implemented courses for PATSPO and discuss and summarize their views on the collaboration with PATSPO.

In addition to the above, it was agreed during the initial briefing meeting that the consultant should also consider whether a targeted review of the training component is relevant and feasible.

3.0 Findings and Results

The findings below are based on the consultant's observation, semi-structured qualitative interviews with training participants and service providers and PATSPO officers as well as review of proposals, quotations, course and sessions plans, available training materials and course evaluations.

The findings in particular address the courses held from September 2018 until September 2019; ref. Training Plan, Appendix K.

Assessment of response on "Call for Proposals" and quality of proposals and quotations

All proposals and quotations received from external training service providers since September 2018 were examined.

The bidding process is still an exotic approach in the sector: The call for proposal process is a learning process and is still a rather unfamiliar approach in the sector. Therefore, the PATSPO Project Officer, in charge of

training, had pro-actively reached out to the service providers and encouraged them to prepare and submit their proposal. Although the format for calls for proposals is made as simple and self-explanatory as possible, guidance by the PATSPO Project Officer seems necessary.

A lesson learnt is that the technical parts of the received proposals generally present higher quality and realism than the financial and logistic parts.

The comprehensive training programme strains the PATSPO administrative and financial capacity: Especially the financial management of multiple advances and reimbursements of logistics for multiple participants coming from many different destinations and therefore requires individual attention, is taking its toll on the small PATSPO administration, and at times of trainings becomes a burden.

The tender material, including the outsourcing forms were reviewed by the Consultant and revised based on experienced gained. Formats were also extended with sections that provide the opportunity for service providers to take on a larger share of the administrative work and financial disbursements. Ideally the only financial disbursements left for the PATSO to undertake is aimed to be the participants' air tickets and to invoice the contract sum to the service provider. Updated tender materials are attached in Appendix F.

Private service providers adapt well to calls for proposal: The short-listed private service providers St. Mary University and Unity University have responded very well to calls for proposals and also presented responsible proposals of quality as well as presented realistic budgets. Haramaya University (a public institution) received much guidance from PATSPO and managed finally to prepare a successful proposal and execute a successful course.

Private Service Providers recognise the PATPO bidding model: In dept interviews were carried out with key responsible Education Managers and Vice Presidents at St. Mary University and Unity University. Service providers expressed satisfaction with the PATSPO's tender process but would like to see more opportunities coming forward from PATSPO. To some extent they would also accept to take on a larger share of the administrative-financial burden, which earlier done by PATSPO.

Government Service providers respond poorly to calls for proposal: The few forthcoming proposals from short-listed government service providers generally, presented unrealistic, overpriced financial quotations and were built on none eligible formats. This is disappointing and has contributed towards that several courses planned for execution did not run during 2019.

This results in that important skills and knowledge are not transferred to key staff in the sector through effective PATSPO financed courses and PATSPO will therefore need to look for other means to fill the caps in knowledge and skills. On-the-job-training, workshops and encouragement and coaching for self-learning may be viable means.

Generally, government service providers by their poor response have failed in taking-up the opportunities offered to them by PATSPO for income generation, activity boost and increased technical credibility.

Assessment of implementation of the Training Plan

The original Training Plan 2018-19 as illustrated in Appendix J presents the status of implementation and demonstrates that several courses have not been timely implemented (marked in yellow) but also that other capacity building activities have been added (marked in dark green).

Several factors play a role in this.

- The plan was ambitious at its outset.
- The bidding system takes time to recognise and adapt to for both the provider and the client.
- The bidding system has low response rate by government service providers resulting in cancellations of courses.
- Continued encouragement through following-up on requests for proposals by the PATSPO focal point for training seem necessary, in order to motivate service providers towards a higher response level.
- At few occasions shortage of available participants has resulted in cancellation of courses.
- The initiation of the planned one-day capacity gatherings “Farmers Seed Collection” and “Seed Lab knowledge Exchange”, have been delayed due to need for additional training of trainers.
- Additionally, to the original training plan three study tours have been implemented along with some on-the-job learning facilitated by PATSPO consultants and officers.
- On-the-job training is usually a good method for skill upgrading but interviewees’ replies indicate that the training methodology is not really acknowledged by the participants. The informal learning seems not understood or linked to something of importance which is specifically designed for them and for their benefit. In fact, only few have understood that visits by PATSPO staff to the RTCs have had the built-in purpose of upgrading their knowledge and skills.

Participants’ evaluation of the courses

PATSPO provides the service providers with specific forms for course evaluation. Evaluations forms are filled by the participants and the consultant has examined those. The forms prompt the participants to reflect on relevance, quality, learning outcomes of each sub-topic, as well as on quality of accommodation, training room, meals and transport logistics. Eventually, the forms also allow the participants to add individual comments to each sub-topic.

Almost all participants score the course’s relevance, technical contents and delivery at the top range. Regarding logistics, meals and accommodation slightly lower, yet high, scores are registered. A problem is that the differentiation of scores is so little that the use of the evaluation forms as a productive feed-back mechanism for course improvement is limited. An in-dept explanation of evaluation purposes, techniques and usages, and with that the filling of evaluation forms, is a need for benefitting more from the participants’ reflection.

The consultant has now updated the PATSPO evaluation forms with a more specific and direct guidance on how trainees best reflect and fill in the forms with differentiated grades making them useful for improvement. In addition, a section on the trainer’s reflection for improvement has also been added to the form.

Updated Evaluation forms are presented in Appendix H.

Summary findings of semi-structured evaluation interviews with participants, PATSPO staff, and Service Providers.

Comprehensive semi-structured qualitative interviews were undertaken with 20 people, including participants who has attended PATSPO trainings as well as selected PATSPO staff and Service Providers.

The interview was structured into: 1) Profile information of the interviewee, 2) Courses attended and other types of trainings and skills upgrading received, 3) Selection process for attending training courses, 4) Course relevance and match to needs, 5) Specific impressions on the delivery of training and learning, 6) Logistical arrangements, 7) Application of the gained knowledge, skills and attitudes in practise.

A gross list of interview questions is presented in Appendix C.

Interviewees and their function and background are listed in Appendix D.

An interview summary is presented in the table below.

	Interview response summary - commented
SELECTION	<p>Everyone wants to attend more trainings. It is not known that anyone has not been interested in joining a training being giving the opportunity.</p> <p>Participants are selected by the RTSC Manager on the basis of the course contents and the technical area as specified in the PATSPO invitation.</p> <p>Usually more staff qualifies for a specific training and the final selection may be done on the basis of lottery. In cases where a candidate qualifies but has recently attended a training the recently trained staff stands down from the lottery, meaning priority is given to those who has not yet attended any training or attended less training.</p> <p>The selection process has given tensions in some centres. The consultant is of the opinion that the above described method may be graded as fair and may also be an acceptable method at the beginning of a larger training program (as it is for Mekelle RTSC).</p> <p>However, it is indeed the consultant's opinion that it is the Manager's mandate and obligation to select trainees on the basis of the sheer specific needs in meeting the centre's objectives and work plan. In cases with equal needs assessment among staff members the Manager is in full right to grant the training based on his performance assessment of the shortlisted candidates.</p> <p>Delays appears in the process from the PATSPO call is received and until participants are selected, which occasionally results in a very short notice for the trainee.</p> <p>PATSPO generally allocates the same number of seats to each RTCS. This automatically favours those RTSC with less staff and results in low training impact for these RTSC that have more staff e.g. Mekelle RTSC with 24 staff. Consideration should be done to differentiate the number of training seat to each centre based on a need assessment.</p>

COURSE RELEVANCE & MATCH	In summary on relevance it is concluded that the Training Needs Assessment undertaken in early 2018 is still solid and valid. All interviewees found the focus and contents of the trainings for spot-on in relation to their needs.
TRAINING EXECUTION AND LEARNING	<p>Interviewees were generally impressed by the high standards of training deliveries. Trainers were a mixture of in-house at the Service Providers and external specialists. Interviewees eagerly explained in details what they had learnt and found the level of the training for suitable. The trainers were good to pay special attention to these participants who had knowledge either above or below the level of the main group and thus able to individually tailor-made learning for those.</p> <p>A loud and clear message given to the consultant was that participants needed more training i.e. “how to do” to give them confidence in undertaking active operation. It was clear that participants graded practical training as of high value.</p> <p>Praise were in particular given by some of the Mekelle RTSC interviewee to the Seed Biology Course held by Haramaya University, the Management Training Held by the Unity University, the Exchange visit between Mekelle and Bahir Dar RTSCs primarily facilitated by a staff member of Bahir Dar RTSC and to the one-day of practicals at Sabeta RTSC of the Seed Physiology Training, held by UCPH.</p> <p>Being prompted trainees are generally positive for optimising the benefit from the training by including some evenings into the learning programme. Suggestions were given that evenings are good for lighter training, practicals and group discussions. In this regards it was emphasized and endorsed that in the Management Training, given by Unity University, the main lecturer was particular active in engaging the trainees into professional discussions in the evenings.</p> <p>The applied training material is very good. At some courses e.g. the ones conducted by Haramaya University and Unity University trainees were provided with hard copy manuals on the overall topics, which they could take home. Upon the consultant’s enquiry on how these materials were used afterwards, no examples came forward. The consultant concludes that post training following up may be necessary.</p> <p>Being prompted on which initiatives they themselves have taken to optimise their learning pre- and post course; no replies were received. This is yet another indication of a culture where work initiatives in practice are directed as a top-down process by management. And if management is not taking initiatives to keep the “steam up and the pot boiling”, so to speak, the centre’s performance will not reach an optimal stage. Much depend on effective management in the immediate short run and in developing a learning and self-initiative work culture in the long run. This highlights the need for focusing on leadership upgrading.</p>
LOGISTICAL ARRANGEMENTS	<p>As much as the high degree of positive feed-back was received on the training delivery, the logistics and finance related matters, received some critique. The key elements are summarised below.</p> <p>PATSPo shall be more explicitly and in advance provides detailed information about the financial and logistic conditions for attending courses. This will limit speculations and disappointments.</p>

	<p>A paradox exists since the participants at the same time feel privileged being selected also devote attention and critique toward the standards of accommodation, food transport and not least the rate of per diem offered.</p> <p>Due to delays in the selection process participants sometimes received too short notice.</p> <p>A clear message to the consultant was also that a lump-sum, allocating a greater organising responsibility for transport, accommodation and food to the individual participant is preferable instead of reimbursement upon receipts and fixed accommodation and meal arrangements.</p> <p>The consultant concludes that the information in the invitation letter must be very explicit and to a larger extent detailing what standards and services are offered in order to match expectations with reality. Likewise operating with a lump-sum based system will relieve the PATSPO administration for lots of administration and cumbersome discussions.</p>
APPLICATION IN PRACTISE	<p>Participants express that they want to apply the gained knowledge and skills but also that they capacity-wise feel too ill-equipped and therefore lacks confidence to try out. Also lack of budget to do activities is repeatedly mentioned as a problem.</p> <p>The consultant observed that these two explanations tend to become barriers for activities and indeed for optimal performance. Again, this draws attention towards needs for capacity building where “taking initiatives”, “management & leadership” and “entrepreneurship” are central elements.</p> <p>An overall conclusion on the application challenge is that the encouragement of taking initiative and trying-out is necessary to become a top-priority for management to induce. This needs to be parallel supported by trainings that encourage the same.</p>

General quality of training courses including training material applied

Technical course contents: The consultant endorses and assesses the technical content as highly relevant and of a satisfactory standard.

Lecturing quality: Based on trainers’ CV and feed-back from participants the trainers’ qualifications seem to be much in order.

Training material: Training materials are well developed by both the service providers, consultants and is of a high quality as it supports the given syllabi well and builds upon these institutions’ existing material and accumulated experience over many years. In this way PATSPO trainings benefit from well tested training materials which have been adapted to the target group and the given syllabi.

Learning approach and focus: All trainings are perhaps too heavily, weighted on technical knowledge and to a lesser degree on technical skills. Seed officers’ performance are much dependent on a combination of management, motivation and skills and mastering “how to do” is essential. Knowledge is good to have and

may also be a motivation factor in itself is thus also an ingredient in ability to perform. Nevertheless, the consultant finds that a stronger weighting of the skill-element through reality and problem-oriented and case-based training will equip the participants better to fill their role and deliver. The need to focus more on skills has reference to both the actual training delivering and the training material applied.

Training efficiency: The trainings was organised to last 7 hours per day. Given the much preparation, travel and logistics that have gone into training preparation resources should be optimal utilised. This implies building participants' full concentration on the matter and utilise their presence optimally by applying efficient training sessions including considering taking in also the evenings for lighter training inputs.

In summary the course quality in terms of subjects, trainers' competences, deliveries and materials applied is good. It is however assessed that a slight swing towards a more skill-based methodology would match the needs better in the future execution of PATSPO courses.

All course descriptions have now been updated with a slight turn towards being more skill-based.

Updated course descriptions and syllabi for all 17 courses are found in Appendix E.

New courses

It was found that the 2018 course portfolio meets the needs and is a strong response to the Training Needs Assessment. However, as many challenges originate and lead back to governance and management issues it is assessed that improvement in management and governance would give the best return on investments. **Thus, a single management course in the portfolio is now upgraded and developed into two separate courses.**

One management course for improving basic management, implementation and cooperation for participants with some management, training or supervisory functions (beginner to middle level) with the objectives of building awareness, responsibilities and skills towards taking initiatives and implementing activities. It has been given the title *"Management, efficient implementation and cooperation"*.

Another advance management course for improving skills in strategic and advanced management and governance. This course is aimed for senior managers and senior staff who has already attended the first management course or similar. It has the objectives of improving skills in strategic management, staff management and efficient implementation and adaptation to changing conditions in the business environment. The course is named *"Management and Leadership II (advanced level)"*.

Both new courses have been defined and their description can be found in Appendix F, Table 11 + 12.

Review of outcome of training

This consultancy is a combined support to capacity building implementation and assessment of the progress and quality of training courses. Having progressed well beyond project mid-term it would however be beneficial and feasible to look deeper into the outcomes of the of all kind of capacity building activities. This would reveal and point out in which fields and contexts that training has, or is likely to, contribute to improved performance. Lessons learnt can already now be drawn and improvement actions can be taken during the remaining project period.

For these reasons the consultant has done some preliminary thoughts about how that could be facilitated through a study particularly designed for that. An outline for the approach of such work is therefore presented in the form of a draft outlining the proposed objectives, activities and outputs – which is presented in Appendix I.

4.0 CONCLUSION

Need for capacity building is explicit and pronounced. Moreover, from almost all the participants overwhelming strong requests for capacity building are expressed. In some centres some staff have hardly any background, knowledge or skills in tree seed procurement or related technical fields. Especially at the newly established Tree Seed Centre in Mekelle almost all staff (24 persons) lacks the full combination of the ingredients for good seed procurement performance i.e. fundamental knowledge, skills, confidence and motivation and management support. This is partly due to that all have been posted for only a year. Nonetheless, the request and needs for substantial capacity still stands.

An interesting finding is that almost all staff, despite of rank and educational background, requested more skill training i.e. “how to do in practice”. This is encouraging as it implicitly points that staff, given confidence and management support, is eager to try out.

Another finding is that the on-the-job training is not recognised as having taken place or/and not acknowledged as something of importance specifically designed for them and their performance. Upon the question (also in Amharic) on whether interviewees have received on-the-job training by PATSPO staff confirming responses were few. Being prompted further, a few recalled that they have been told how some equipment is to be operated. In the consultant’s opinion on-the-job training is important and needs to be delivered in a way that makes the management and participants aware of that this is in fact very important knowledge for them and meant as a starter for them to begin to practise by themselves, without further training.

It appears that the managerial following-up on training, including on the application of skills gained is immensely insufficient. Likewise, management expectations to the trainees on the application of the newly acquired skills is rarely expressed and even more rarely followed-up upon.

Some planned and budgeted trainings have not been carried out due to multiple reasons as listed in the report but not least due to the low response from short-list government service providers. PATSPO therefore needs to step up its own direct capacity building activities in order to meet the needs. This can be through a combination of workshops, informal training and meetings, on-the-job-training, consultancies and the like.

Training delays and obstacles can be minimised by following the workplan very strictly. Invitations needs to be out 2½ months in advance, a list of candidates prepared 2 months in advance and calls for proposals sent out 2 months in advance, selection of proposals 1½ months in advance - providing the selected successful service provider ample time to prepare and execute properly.

It is emphasised that this consultancy is only looking at the quality of the courses and not reviewing the relevance, efficiency, effectiveness, impact or sustainability of the training programme.

Such a review would be highly beneficial for a potential second phase of PATSPO jointly with sets of capacity building lessons learnt from the first phase.

5.0 RECOMMENDATIONS

1. Adhere to the updated training plan and maintain the training momentum.
2. Firm management of the outsourcing: It is recommended to carry out timely, precise and firm monitoring of the updated training plan so courses are not being delayed. This is best done by: 1) sending out invitations 2½ months in advance, 2) prepare list of approved candidates 2 months in advance and 3) sending out calls for proposals out 2 months in advance, 4) selection of proposals 1½ months in advance. This provides the selected successful service provider ample time to prepare and lays the ground for successful training implementation.
3. That managers develops a checklist for the direct following-up on trainees' application of skills and increased performance upon having attended training. This basic management element needs to be emphasised throughout all activities.
4. Consider to differentiate the number of training seats to the respectively RTSCs pending on the number of untrained staff in the respective RTSCs.
5. Continue with-on-the-job training. In this regard, it is of outmost importance that the learner and the manager are made clear of that that it is in fact in a learning situation and what is being said/demonstrated is important knowledge and skill-training for immediate application by the trainee.
6. Relieve the course administration and finance burden from the PATSPO office as much as appropriate and practical by adopting a greater use of lump-sums and having the service provides to take-on more administrative and finance duties (ref. the updated outsourcing forms).
7. Conditions, obligations, responsibilities and services offered and required shall be explicitly explained in the invitation letter (updated format is now developed).
8. PATSPO needs to continued its already active supportive coaching role towards service providers during their proposal preparation and course execution. This is best done by the Project Officer, in charge of training, continues to verbally advise and explain technicalities in relations to the proposal preparation.
9. It is recommended that PATSPO senior staff continues paying the participants the much appreciated visits during the training course with the purpose of welcoming the participants, induce motivation and raise awareness of the increased expectations to the trained staff and finally for explaining the purpose of course evaluations and how the trainees shall reflect when filling the course evaluations.

APPENDICES

Appendix A: ToR for the consultancy

Provision of Adequate Tree Seed Portfolios (PATSPO) in Ethiopia, 2017-2020

TERMS OF REFERENCE

Coordination of training activities at PATSPO 2019, part IV (Sept.-Oct. 2019)

1. BACKGROUND

Provision of Adequate Tree Seed Portfolios (PATSPO) to enhance productivity and resilience of Forest Landscape Restoration in Ethiopia is a project supported by a grant from the Government of Norway through the Norwegian International Climate and Forest Initiative (NICFI). The project is implemented by the World Agroforestry Centre (the International Centre for Research in Agroforestry - ICRAF) in close collaboration with the Ethiopia Environment and Forest Research Institute (EEFRI) under the Ministry of Environment, Forest and Climate Change (MEFCC), and other institutions working in the tree seed sector in Ethiopia. PATSPO is a four year project 2017 – 2020 based on an agreement between the Royal Norwegian Embassy in Ethiopia (RNE) and ICRAF.

PATSPO is designed to support Ethiopia in its ambitious programmes of forest landscape restoration with a commitment to restore more than 20 million ha of degraded forest landscapes within the next 20 years.

A major challenge of forest landscape restoration work is that it generally requires the use of planting material in large quantities of a broad spectrum of genetically diverse, healthy and productive tree species.

PATSPO addresses this major challenge by providing a multiple tree species programme able to provide:

1. organizational setup of the tree seed sector, including stakeholder identification and roles and responsibilities, based on a sector analysis;
2. species specific knowledge for most priority tree species;
3. a built up of the tree genetic resources for the future, comprising exploration, mobilisation, conservation, establishment, management and improvement; and
4. capacity to monitor and deliver quality seed and seedlings of multiple species required for large scale restoration.

PATSPO includes a substantial training and education component designed to provide capacity building for all major actors in the tree seed sector in Ethiopia. The primary focus of the training

component is on the Tree Seed Technology Coordination of EEFRI (TSTC) and the four Regional Seed Centres, but also stakeholders from the public and private sector are targeted. The training component will include courses, fellow ships, study tours and workshops covering all technical aspects of the project.

Training and extension materials of all kinds within the overall scope of tree seed procurement will be prepared and made available in large numbers.

The consultancy will feed into output area number four mentioned above and focus on the preparation of an overall plan (2018-2021) for training courses done by the PATSPO staff, consultants and resource persons and –institutions in Ethiopia. Particular emphasis will be given to define, describe and evaluate courses, which can/have been be implemented by/outsourced to qualified institutions/universities and resource persons without too much involvement of PATSPO staff and international consultants, - this in order for PATSPO to provide a larger number of much needed training courses to its stakeholders.

Detailed information on training needs is available in the Training Needs Assessment Report, February 2018 and in the report on 'Coordination of Training Activities at PATSPO, Part 1'. A detailed plan with description of courses to be outsourced by PATSPO 2018 to 2021 is presented in the consultancy report 'Coordination of Training Activities at PATSPO, November 2018, Part 2'.

2. OBJECTIVE

The objective of the consultancy is:

'Technical and managerial qualifications of staff members of TSTC and the four PSCs (1. Priority) and of major stakeholders (2. Priority) upgraded leading to a well-functioning tree seed sector providing larger quantities of quality seed in support of forest landscape restoration and other tree planting efforts in Ethiopia'

3. METHOD OF WORK

The consultant and selected resource persons from PATSPO will work as a team following the TOR and guidance from the Project Management Team. The consultant will discuss the TOR with STL and PI in Copenhagen before leaving for Ethiopia, in order to identify focus areas for assessing the implementation of the courses planned and described in the report from Nov. 2018.

While in Ethiopia, the consultant and PATSPO resource persons will discuss and assess the course plan and the individual courses: i) assess the quotations received by PATSPO; ii) no. of courses implemented; iii) the quality of the courses; iv) the quality and relevance of the training material used for the courses; v) the participants' evaluation of the courses implemented; vi) problems encountered by PATSPO following the course plan.

The consultant will visit selected training providers, which have implemented courses for PATSPO and discuss their views on the collaboration with PATSPO.

The consultant will, based on the assessment described above revise and update the course plan, and prepare detailed course plans and complete tendering material for possible 'new' courses to be included in the plan.

A briefing meeting will be held with the PATSPO staff in Addis Ababa in the beginning of the consultancy, where the TOR will be discussed and the itinerary for the consultancy finally decided upon. A debriefing meeting will be arranged at the end for the consultancy to present their preliminary findings and conclusions for comments by the PATSPO staff.

4. OUTPUTS

Three major outputs will be produced:

- d) A short consultancy report presenting the findings/results from the activities presented in section 5 below.
- e) An updated PATSPO plan for outsourced courses 2019 – 2021.
- f) Detailed course descriptions and complete tendering material (incl. required training material) for possible 'new' courses to be included in the plan

5. ACTIVITIES

The activities of the consultants will include, but not necessary be limited to:

- h) Assess the general quality and relevance of the quotations from course providers received by PATSPO.
- i) Assess/evaluate the no. of courses implemented.
- j) Assess the general quality of the courses.
- k) Assess the quality and relevance of the training material used for the courses.
- l) Summarize and assess the participants' evaluation of the courses implemented.
- m) Assess and discuss the problems encountered by PATSPO following the course plan.
- n) Visit selected training providers, which have implemented courses for PATSPO and discuss and summarize their views on the collaboration with PATSPO.

6. STAFFING AND QUALITICATIONS

The assignment will be carried out by one consultant from UCPH supported by a resource person from the PATSPO team.

The consultant from UCPH will be Mr. Arvid Sloth, who has a forestry background and substantial experience and knowledge on tree seed procurement from many years of practical work and research at Indochina Tree Seed Programme (2000-2005) in Cambodia. In addition, Arvid Sloth has considerable educational experience from many years working with the Forestry College in Denmark and experience on policy development processes from a number of countries.

Arvid Sloth prepared the Training Needs Assessment Report for PATSPO in February 2018 and undertook follow-up consultancies (II and III) in 2018.

The resource person from PATSPO to be identified.

7. TIMING AND DURATION OF THE ASSIGNMENT

The consultancy will be of one-month duration in Sept. – Oct. of which 3 weeks will be spent in Ethiopia from 16 Sept. to 5 October and the remaining time in Denmark for preparation and reporting.

8. REPORTING

The consultant will prepare one report holding the outputs described in section 4 above and a short debriefing report (see appendix 1).

The consultant will present and discuss the contents of the reports with the PATSPO PMT before departure from Ethiopia, and submit a draft report to PATSPO no more than 10 days later. PATSPO will provide comments to the report within one week after receiving the draft and the consultant will submit the final report one week later.

9. SUPPORT FROM PATSPO

PATSPO will support the consultant and the resource person in technical, staffing and practical matters, as well as in organizing itinerary, meeting plan, booking hotels and domestic flights. Relevant background - and other information will be made available. When in Addis Ababa the consultant will work from the ICRAF Office at the ILRI Compound.

PATSPO, August 2019

Appendix B: Consultant's Schedule in Ethiopia

Mon 16.09	Tues 17.09	Wed 18.09	Thur 19.09	Fri 20.09	Sat 21.09	Sun 22.09
Int. Travel and arrival in Addis	Intro+ Briefing on training accomplishments and statuses	Briefing on training accomplishments and statuses. Planning and bookings	Revising "Calls for Proposal formats and tender material. Based on lessons learnt.	Identify trainees and service providers for interviews and setting up of appointments.	Preparing interview questions for trainees and service providers	
Addis						

Mon 23.09	Tues 24.09	Wed 25.09	Thur 26.09	Fri 27.09 (Public Holiday)	Sat 28.09	Sun 29.09
Travel to Mekele Tree Seed Centre	Work and interviews Mekele RTSC	Return from Mekele	Continuing interviewing of trainees and Unity Uni. and Addis Babeba Uni.	Assess received evaluation forms	Assessing training material	Assessing training material
Mekele			Addis			

Mon 30.09	Tues 01.10	Wed 02.10	Thur 03.10	Fri 04.10	Sat 05.10	Sun 06.10
Assess and discussing training implementation problems encountered.	Interviewing trainees at FRC/EFRI	Visit trainee providers Revising Invitation letter	Summarise findings. Visit service provider.	Work on modality for future support and evaluation. Debriefing	Winding up and (Departure from ILRI)	(Int travel arrival in DK). And subsequently preparation of report.
Addis						

Appendix C: Interview guide for semi-structured qualitative interviews

Preliminary interview questions are developed to various groups of interviewees. The questions will in all cases be verbally framed to fit the interviewee and the situation.

Appendix C₁ – Interview questions for PARTICIPANTS in training courses

Introduction: *“Thank you for taking time to see us. I am Arvid Sloth I am a temporarily external consultant to the PARTSPO project and is following-up on progress on the PATSPO Training Plan and on the execution of individual courses. An important part of this is support to the training planning, administration, contracting, execution and evaluation of quality of the trainings and to recommend potential improved ways forward. The interview will last almost an hour. Your name will not be linked directly with the findings and only appear in a list of persons interviewed. Everything you express will inform the report and thus provide feed-back to the PATSPO management. Thanking you in anticipation of your cooperation and valuable input”.*

	Interview Questions (Gross list) Questions are selected with reference to the individual interviewee’s experience and position and needs for clarification
PROFILE	<ol style="list-style-type: none"> 1. Interviewees name, position and background 2. Which training courses organised by PATSPO have you attended (Title, timing) 3. Have you attended other informal or “on-the-job-training” by PATSPO staff or consultants (how, when, where, how long).
SELECTION	<ol style="list-style-type: none"> 4. Kindly explain the participant selection procedures for the trainings you attended. 5. Based on your selection were any increased management or performance expectations presented to you by your management, before you attended the course?
COURSE RELEVANCE & MATCH	<ol style="list-style-type: none"> 6. Are you aware of which training course portfolio is offered by PATSPO? 7. Do you believe that you have any need for upgrading your skills and knowledge for fulfilling your job function? 8. Have you expressed wishes for attending specific courses? 9. To which extent do you find the course objectives valid for your institution, its mission and national objectives? And for your personal work? 10. To which extent do you find the course contents and focus for relevant?
TRAINING EXECUTION AND LEARNING	<ol style="list-style-type: none"> 11. Did you find the training programme logically and well organised? 12. Did you find the training lecturers, group work and other inputs for well delivered? 13. Did you find course material for sufficient and of good quality? 14. Did you find the training level below, above or building right on your current capability? 15. Was the time used effectively and in a way that optimised learning? 16. Can you describe what stands out in your mind as something special you have learned from the course? 17. Can you describe what you have not learned but believe that you should have learned? 18. Did you take any self-initiative to optimise your learning?

LOGISTICAL ARRANGEMENTS	19. Were you given proper notice for the training course? 20. How and to which extent where you in advance informed about the course's objectives, contents and focus? 21. How and to which extent where you in advance informed about attendance procedures and your responsibilities in relation to travel and other practical arrangements? 22. Do you find that there is a need to ease the logistic and financial arrangement? and what is your suggestion?
APPLICATION IN PRACTISE	23. What is your impression on to which extent have partners and communities applied skills and knowledge gained from PATSPO trainings? 24. Had the training helped towards making more or better income generation activities? 25. How have you applied your new wisdom? 26. Have the trainings had any unintended effects, positive or negative or neutral? Please explain. 27. In your view, to which extent, is your accumulated training, likely to achieve, the intended expectations from your institution? partners?, communities? and from PATSPO? Please give examples? 28. To which extent do you regard it as privilege to be allowed to learn more without costs from our side and within ordinary working days? 29. What specific capacity does your organization have today that it did have before 2018? And is that attributed to training? 30. What has changed as result of your training? 31. What would have been different if you have not received PATSPO training? 32. In terms of roles and contributions has the training generated more ownership to the job function? 33. Other....

Appendix C₂ – Interview questions for SERVICE PROVIDERS

Introduction: *"Thank you for taking time to see us. I am Arvid Sloth I am a temporarily external consultant to the PARTSPO project and is following-up on progress on the PATSPO Training Plan and on the execution of individual courses. An important part of this is support to the training planning, administration, contracting, execution and evaluation of quality of the trainings and to recommend potential improved ways forward. The interview will last almost an hour. Your name will not be linked directly with the findings and only appear in a list of persons interviewed. Everything you express will inform the report and thus provide feed-back to the PATSPO management. Thanking you in anticipation of your cooperation and valuable input".*

	Interview Questions (Gross list) Questions are selected with reference to the individual interviewee's experience and position
RELEVANCE	1. To which extent is your organisation seeking income generating training activities? 2. Are the courses 'professional focus relevant to undertake for your institution? 3. Which additional benefits, besides the financial overheads, are there for your institution in undertaking PATSPO courses? 4. Would like to receive more calls for training proposals form PATSPO?

PROCESS	<ol style="list-style-type: none"> 5. How do you regard the bidding system, as introduced by PATSPO? Suggestions for improvements? 6. Do you find the PATSPO “Calls for Proposals” and “Course descriptions” for clear and covering? 7. Do you find the proposals difficult to develop in terms of professional contents? Admin and practical contents? And financial contents? 8. Can you by contacting PATSPO get answers on your potential questions? 9. To which extent does your institution have the capacity to undertake a fully outsourced course, including technical delivering, practical arrangement and full financial management (including management of the trainees’ travel costs and per diems)? 10. Have you evaluated whether the proposals and budget you are forwarding to PATSPO in reality are realistic and reasonable?
EFFECTIVENESS	<ol style="list-style-type: none"> 11. The actual carrying out of the training is much in the hands of the service provider to organise. However, can PATSPO in any ways assist in easing the implementation? 12. PATSPO has made course evaluation sheets for the participants to fill out but it is believed that results are over-positive as most participants give top-score for almost everything. Can you assist in bringing a better evaluation process across to the participants and how? 13. Do you have any other feed-back you wish to give to PATSPO?

Appendix D: List of interviewees

NAME	JOB TITLE	EDUCATIONAL BACKGROUND
Redae Abreha	Field Assistant/Seed Lab	Dip. Natural Resource Mgt.
Haftom Mezehe	Seed Laboratory Expert	Dip. Natural Resource Mgt.
Zenebech Fairdes	Cold Room Worker	BSc Plant Science
Ali Hadush Desta	RTSC Coordinator (Manager)	BSc Forestry
Seid Ali	Nursery Foreman	Diploma
Danwit Melay	Tree Seed Service Expert	BSc Forestry
Kahsay W/Gebrael	Seed Collector	BSc Agriculture Economics
Hagos G/ Libanos	Seed Collector	BSc Biochemical Engineering
Abraha Berhe	Field Assessment Expert	BSc Soil & Watershed Mgt.
G/Hiwet Gidey	Seed Extraction Supervisor	BSc Forestry
Haftom Mawcha	Seed Collector and climber	Dip. level five.
Fantu Kinfe	Seed Extraction Officer	Dip. Natural Resource Mgt.
Heile	PATSPO Liaison Officer	BSc. Nat. Resource Mgt.
Virgalem Tadesse	Trainer (Unity University)	Master degree
Salamwit Abera	Director Executive Training (Unity University)	Master degree
Desalegn Beri	Vice Director for Business and Administration (St. Mary University)	Master degree
Amelework Zenebe	Lab Technician	Dip. Accounting
Yeshi Ketema	Lab Technician	High School
ETETH Makuta	Lab Technician	High School
Biruk Tesfaye	Head of Tree Seed Research and Testing Div.	BSc.

In addition, PATSPO Staff was consulted on the same training matters, including: Mekdes Sime, Kedra Mohammed, Søren Moestrup, Carsten Nørsgaard, Samuel Hailu.

Appendix E: Courses overview, descriptions and syllabi

Table 1.

Course Title	Objective	Duration (days)	Description
BIOLOGY AND ECOLOGY COURSES			
Natural Vegetation Distribution and Species Identification	Learn the composition, diversity, ecology of natural forest populations and identification techniques for native trees.	5 -7	Table 2
Seed Biology	Learn the structure and functions of seed parts in angiosperms and gymnosperms	5	Table 3
TREE SEED PROCUREMENT TECHNICAL COURSES			
Seed Source Establishment, Development and Mgt.	Become capable of seed source development and management	8	Table 4
Seed Collection, Transporting, Processing, Storage and Monitoring	Become capable of managing the entire tree seed value chain from collection, transport, processing, packaging and distribution.	8	Table 5
Farmers tree seed collection and processing	Improve quality of seed collected by farmer groups, through awareness of the basics for tree seed selection, field testing of seed vitality, collection, cleaning, processing and temporary packing for transport.	1	Table 6
Seed Lab Operations	Learn and refresh knowledge and skills in basic seed lab operations and basic processing.	5 (to 10)	Table 7
MANAGEMENT COURSES			
Awareness, Extension and Public Relation (outreach)	Learn how to produce tree seed extension and public relations materials and how to carry out successful outreach.	7 – (10)	Table 8
Marketing and Customer Relation Course	Learn the basics of marketing for addressing customer needs for quality tree seed services.	5	Table 9
Chain of Custody Seed Documentation and Monitoring	Learn to set up professional chain of custody and seed documentation system.	5	Table 10
Management, efficient implementation and cooperation	Mobilising awareness, responsibilities and skills towards taking initiatives and implementing activities and managing one's own job function.	5	Table 11
Management and Leadership II (advanced level)	Improving skills on strategic management, staff management and efficient implementation and adaptation to changing conditions in the business environment.	5	Table 12
PC Professional Driving Licence	Gain a better understanding of the use of MS office and browsers for tree seed service and beyond.	5	Table 13
Entrepreneurship and Income Generation	Improve skills on entrepreneurship and income generation.	5	Table 14
CROSS-CUTTING ACTIVITIES			

Regional Study Tour	Exchange experience and establish partnership with TSCs in the region	7	Table 15
International Study Tour	Exchange experience and learn from others via establishment of forestry partnerships for future professional cooperation at strategic and policy levels	7	Table 16

Course descriptions

Course descriptions are the results of detailed Training Needs Assessment and given in the form of syllabi in the tables below.

Each course is described as the summary of the topics to be covered. The description includes the standard information like title, subject, detailed contents, methodology, but also a guidance, for the teachers' inspiration and assistance, on recommended and relevant training literature. This is meant as a service to the trainer and provided in a separate slot in each course description. It is noteworthy that the literature references listed are primarily sources free available at the internet and thus easily accessible.

Tables 2-16 below outline course descriptions.

Table 2.

Course title: Natural Forest vegetation and tree species identification and distribution in Ethiopia.	
Duration: 5 days	
Participants: 20-25	
Course objectives: Learn the composition, diversity, ecology of forest populations and their distribution, and identification techniques for individual tree species.	
General description: Understanding the diversity of forest ecosystems and forest tree species, their distribution and properly species identification is the basis for procurement of quality tree seed in Ethiopia. Currently the knowledge on the natural forest populations and their species diversity is limited for most key actors in the tree seed sector. Therefore, the knowledge base should significantly be improved to properly guide tree species selection and -identification, as well as seed collection and seed distribution. The course will enhance knowledge of staff working with seed procurement to understand the diversity in vegetation zones, the species in each zone, ecological characteristics that define the distributions, and practical implications of the differences in terms of seed collection, seed distribution and gene conservation.	
Learning outcomes: Improved knowledge of the forest vegetations and enhanced capacity on species distribution and identification of Ethiopian forest trees.	
Specific course contents: <ol style="list-style-type: none"> 1. The vegetation of the world, history and development. Classic theory on vegetation distribution and classification into zones 2. Ethiopian natural vegetation types and their distributions- forest types, forest communities, ecological differences and threats to natural vegetation 3. Tree species distribution and their identification techniques using identification keys, plant specimens and herbarium 4. Conservation and use of natural forest populations as seed sources- genecology and agroecological zonation, seed sourcing and seed transfers. 	
Methodology: The course will be offered for five days by integrating theory and practical sessions. The theory will be offered for 3-4 days (8 hours every day) in a spacious room equipped with a projector and other training materials. The practical will be offered for 1-2 days by organizing field exercises in the	Resources: Trainers Course manual Program assessing guides Projector

field and visits to natural populations where diversity and ecological differences can be appreciated. A given batch of trainees will be composed of 20-25 persons working in the tree seed sector. A prior evaluation of trainees will be carried out by ICRAF/PATSPO so that their training needs are properly identified.	Field sites for visit
<p>Training material:</p> <p>It is important that the material used gives a top down historical view on evolution of the worlds vegetation. The earth's surface evolution including plate tectonics material would be a fine beginning. This could be followed with material/literature on evolution of the plant kingdoms. Material giving an overall plant classification from family-genus-species-races and populations (for trees: provenances) fits nicely here and provide an overall understanding.</p> <p>Narrowing down on the vegetation of the African continent and subsequently on the dryland, mountainous, highland and Rift Valley vegetation and focusing in on the tree species, will be a perfect entry for the species identification/distribution part.</p> <p>The last half of the course would be on skill training in species identification and literature on tree species monographies combined with field identification would be suitable for that.</p> <p><u>Examples on internet references:</u> Walter's Vegetation of the Earth. The Ecological Systems of the Geo-Biosphere. Authors: Breckle, Siegmar-Walter. https://www.springer.com/us/book/9783540433156</p> <p>https://www.britannica.com/science/plate-tectonics https://courses.lumenlearning.com/wmopen-geology/chapter/outcome-theory-of-plate-tectonics/ https://www.earthmagazine.org/article/when-and-how-did-plate-tectonics-begin-earth https://www.worldatlas.com/articles/plant-species-in-ethiopia.html https://www.worldagroforestry.org/usefultrees/frontpages/Useful_Trees_Ethiopia.pdf https://www.cabdirect.org/cabdirect/abstract/19630601789</p>	

Table 3.

Course title: Seed Biology	
Duration: 5 days	
Course objectives: Learn the structure and functions of seed parts in angiosperms and gymnosperms	
General description: Understanding the nature and functions of different components of seed as well as the process in seed formation in angiosperms and gymnosperms, and seed aging is important. Seed physiological activities and responses to environmental conditions and seed handling will vary with species. Orthodox and recalcitrant seeds have different storage requirements. The course will deal with the biological basis of seeds and seed quality.	
Learning outcomes: A theoretical platform for learning and updating seed biology knowledge	
<p>Specific course contents:</p> <ol style="list-style-type: none"> 1. Seed development- flower development and structures, fertilization, fruit and seed structures and development, seed maturation 2. Seed vigour and viability – germination, dormancy, seed pre-treatments 3. Seed longevity and storage – orthodox and recalcitrant seed differences; seed aging; storage environment and conditions effect on vitality 4. Seed health -infection of seeds by plants pathogens and infestation by insect pests; fungicide, bactericide, and other treatments 5. Seed test- seed purity, MC, seed weight, germination tests and, tetrazolium test. 	
Methodology:	Resources:

<p>The course will be offered for five days by integrating theory and practical sessions. The theory will be offered for 4 hours every day in a spacious room equipped with a projector and other training materials. The practicals will be many and comprehensive and offered every day in a seed lab equipped with the necessary facilities for seed testing. A given batch of trainees will be composed of a maximum of 15 professionals/practitioners in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.</p>	<p>Trainer Course manual Program assessing guides Projector Tree seeds Germinator, Germination trays and petri dishes</p>
<p>Training material: Lots of references and material is available on seed physiology, genetics and biology. It is important that focus is on literature giving a basic understanding of how seed develops, different seed types and how their vitality and longevity is impacted by environmental factors. Knowledge of dormancy and pre-treatment would be central. Literature and experience on threats to seed vitality by pathogens, and know-how on prevention of the same, is central. Hand-outs on how to do seed testing; including seed purity, MC, seed weight, germination tests and, tetrazolium tests must be part of the material as well.</p> <p><u>Examples on internet references:</u> The former Danida Forest Seed Centre and the Forest & Landscape Denmark have posted multiple of free publications, articles, lecture notes and technical notes and proceedings on seed biology and handling are available on the University of Copenhagen homepage. https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/ https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/technical-notes/ https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ From the Indonesia Tree Seed project an easily assessable illustrated booklet is freely available: https://www.researchgate.net/publication/307876123_A_guide_to_seed_quality ICRAF has posted a free tool-kit on agroforestry seed: http://www.worldagroforestry.org/treesandmarkets/tree%20seeds/Further%20reading/DANIDA%20guide.htm A comprehensive hand-book, Tropical Forest Seed is available against payment at Springer-Verlag: https://www.springer.com/gb/book/9783540490289</p>	

Table 4.

Course title: Seed source establishment, development and management
Duration: 8 days
Course objectives: Become capable of seed source development and management
General description: Improving the quality of tree seeds entails the use of seed sources that meet planting objectives and match the planting sites. A seed source can be identified from natural forestry populations, plantation forests and farmland tree resources. In addition, modern seed production areas and seed orchards can be established and managed for maximum seed production. Currently the staff has inadequate knowledge and skills in seed source identification, mother tree selection, seed source establishment and management, as well as seed sources documentation. The course will offer scientific basis for seed sources development and management.
Learning outcomes: A cadre of core staff fully capable of identifying, establishing and managing different types of seed sources

Specific course contents: <ol style="list-style-type: none"> 1. Introduction to tree improvement- genetic basis, tree breeding, silviculture, field designs, genetic gains 2. Identification of seed sources and mother tree selection- selection of species and seed sources, documentation and mapping 3. Seed orchard development and management- types of orchards, orchard establishment and management. 	
Methodology: The course will be offered for eight days by integrating theory and practical sessions. The theory will be offered for 3 days (8 hours every day) in a spacious room equipped with a projector and other training materials. The practical will be offered for 5 days by organizing field excursions to natural forests, plantations and farmlands. A given batch of trainees will be composed of a maximum of 15 seed centre staff/managers and experts in the tree seed sector.	Resources: Trainer Course manual Program assessing guides Projector Field sites for visit
Training material: Specialist trainings like this requires special training material. The trainer needs to look much for material giving basic knowledge and practical skills in establishment of tree seed sources. It covers a wide spectrum from identification of seed sources to establishment of seedling/clonal seed orchards for improved seed and tree breeding. Multiple of literature sources are available. The most important is that the trainer assesses the knowledge and management capacity on the ground and select material that matches situation. <u>Examples on internet references:</u> The former Danida Forest Seed Centre (DFSC) and the Forest & Landscape Denmark have posted multiple of free publications, articles, lecture notes and technical notes and proceedings on seed biology and handling are available on the University of Copenhagen homepage. https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/ https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ ICRAF has reference on agroforestry manual on tree seed source establishment and management: http://www.worldagroforestry.org/sites/default/files/Tree_Seed_source_classification_manual.pdf The New Forest Project has posted an illustrated guidance: http://www.newforestsproject.org/pdfs/NFP_TreeStands_SeedProduction.pdf	

Table 5.

Course title: Seed collection, transport, processing, storage and monitoring
Duration: 7 days
Course objectives: Become capable of managing the entire tree seed value chain from collection, transport, processing, packaging and distribution.
General description: The importance of procuring and supplying quality tree seeds to the afforestation and reforestation activities has been recognized in Ethiopia for several decades now. However, tree seeds in distribution do not largely fulfil the requirements for a quality seed and the handling of tree seeds has several pitfalls due to the limited knowledge and capability of people working in the sector. Major improvements are needed in seed collection planning and targeting and seed handling. The course will offer knowledge and hands-on skill on essential leverage points in tree seed value chain.
Learning outcomes: A cadre of core staff fully capable of harvesting, transporting, processing and storage.
Specific course contents:

<ol style="list-style-type: none"> 1. Tree reproductive phenology- phenological variations among species, populations, seasons and years, preparing phenological calendar, assessment of fruit and seed yield 2. Seed collection- Planning seed collection, conducting seed collection, fruit and seed handling between collection and processing 3. Seed processing- processing techniques for different fruit types, seed drying techniques 4. Seed storage and distribution – storage conditions, monitoring seed vitality, seed packaging for distribution. 	
Methodology: The course will be offered for 7 days (8 hours a day) by integrating theory and a substantial number of practical sessions. The theory and the practical sessions each will take 64 hours in total. Practical session will include field evaluation of fruiting populations, seed collection, transport, processing, drying, storage and packaging. A given batch of trainees will be composed of a maximum of 15 technical staff in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector Field sites for visit
Training material: This is a specialised course which requires specialised forest tree seed literature. This course will be more focused on skill training and therefore literature focusing on the practical application shall be prioritised. <u>Examples on internet references:</u> Word Agroforestry Centre offers access to a platform: “Tree Seeds for farmers - A toolkit and reference source”: https://www.worldagroforestry.org/output/tree-seeds-farmers-toolkit-and-reference-source Cambodia Tree Seed Project (CTSP) has published an excellent production: “FARMERS TREE PLANTING” which contains a comprehensive illustrated chapter seed collection and processing. https://www.treeseedfa.org/doc/Manual_English/Chapter31TreePlantingTechniques.pdf FAO has published an illustrated manual on seed collection, transport, storage and pre-treatment: <i>COLLECTION, STORAGE AND TREATMENT OF TREE SEEDS</i> . http://www.fao.org/docrep/006/AD226E/AD226E00.htm#TOC World Agroforestry Center has published an agroforestry guide <i>AGROFORESTRY EXTENSION MANUAL FOR KENYA</i> , which contains quality chapters on seed collection and seed procurement. http://www.worldagroforestry.org/Units/Library/Books/Book%2006/html/10.5_local_seed_collect.htm?n=112 The former Danida Forest Seed Centre (DFSC) and the Forest & Landscape Denmark have posted multiple of free publications, articles, lecture notes and technical notes and proceeding on seed biology and handling are available on the University of Copenhagen homepage. https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/ https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ Global Trees Campaign has published an informative check list: http://www.globaltrees.org/wp-content/uploads/2014/01/GTC-Brief-5-seed-collection-hi-res.pdf Others: http://www.worldagroforestry.org/treesandmarkets/tree%20seeds/Further%20reading/Robbins/F120b%20Guidelines%20for%20seed%20collection.pdf	

Table 6.

Course title: Farmers tree seed collection and practical seed processing
Duration: 1 day

Course objectives: Improve farmer groups' seed collection through building awareness and skills in seed collection and handling at the collection site.	
General description: Farmers, cooperatives and communities are collecting a significant share of tree seed used in Ethiopia. Seeds that are collected may be of low vitality or may be treated wrongly resulting in reduced germination and quality. Seed procurement methods at the collection site can be improved through simple and easy means and basic awareness. The course will offer basic awareness and hands-on skills in tree seed handling and processing in the field. The target group is however large and widespread and therefore the training method will be adapted to fit these realities. This is a very practical hands-on course.	
Learning outcomes: Awareness and skills in handling seed at the collection site.	
Specific course contents: <ol style="list-style-type: none"> 1. Seed selection and collection 2. Field testing of seed vitality 3. Seed cleaning 4. Seed processing of dehiscent fruits, berry and drupe, cones 5. Seed drying of orthodox seed types 6. Germination tests in petri dishes and sand media of different tree species, recording and evaluation of germination. 7. Seed labelling 8. Seed temporary storing and packing for transport to seed centre. 	
Methodology: The course will be offered for 1 day at the community sites and be skill oriented, very practical and hands-on (how to do). The different topic will be explained by flip-charts with drawings and pictures to forum aiming at 50 participants of people who have or will be involved in seed handling.	Resources: Course manual, Flip chart paper and stand Field sites for visit
Training material: This training is aimed at farmers, seed collectors and new staff at tree seed centres and seed merchants dealing with larger quantum of tree seed. It is intended as a generalised course to non-tree seed specialists. Therefore basic hands-on skills training shall be prioritised. As many farmers are hired to collect tree seeds for private seed dealers as well as for the tree seed centres emphasis shall be placed on the how-to-do seed collection in practice, including from which trees and how seed are safely harvested and temporary stored. <u>Examples on internet references:</u> Cambodia Tree Seed Project (CTSP) has published an excellent production: <i>"FARMERS TREE PLANTING"</i> which contains a comprehensive illustrated chapter on seed collection and processing. https://www.treeseedfa.org/doc/Manual_English/Chapter31TreePlantingTechniques.pdf FAO has published an illustrated manual on seed collection, transport, storage and pre-treatment: <i>COLLECTION, STORAGE AND TREATMENT OF TREE SEEDS</i> . http://www.fao.org/docrep/006/AD226E/AD226E00.htm#TOC Global Trees Campaign has published an informative check list: http://www.globaltrees.org/wp-content/uploads/2014/01/GTC-Brief-5-seed-collection-hi-res.pdf <u>Others:</u> https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ http://www.worldagroforestry.org/treesandmarkets/tree%20seeds/Further%20reading/Robbins/F120b%20Guidelines%20for%20seed%20collection.pdf World Agroforestry Centre has published:	

<http://www.worldagroforestry.org/treesandmarkets/tree%20seeds/Further%20reading/Robbins/F120c%20Seed%20processing%20and%20treatment.pdf>

Seed Processing Holland provides a technical manual presenting processing methods and tests with advanced equipment. https://www.seedprocessing.nl/en/17/200/general_information.html

World Agroforestry Centre offers access to a platform: *"Tree Seeds for farmers - A toolkit and reference source"*: <https://www.worldagroforestry.org/output/tree-seeds-farmers-toolkit-and-reference-source>

The former Danida Forest Seed Centre (DFSC) and the Forest & Landscape Denmark have posted multiple of free publications, articles, lecture notes and technical notes and proceedings on seed biology and handling are available on the University of Copenhagen homepage.

<https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/>

<https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/>

ICRAF has published a booklet addressing seed processing and test. *"TREE SEED MANAGEMENT"*

<http://envis.nic.in/ifgtb/pdfs/Tree%20Seed%20Management.pdf>

Cambodia Tree Seed Project has also published a SEED TESTING GLOSARY:

<http://www.treeseedfa.org/uploaddocuments/IntroductiontoSeedTesting.pdf>

Table 7.

Course title: Seed lab operations	
Duration: 10 days (alternatively a 5 days highly intensive refresher course)	
Course objectives: Learn and refresh knowledge and skills in basic seed lab operations and basic processing.	
General description: Optimal seed lab operations is critical to undertake successful seed tests and germination experiments in seed labs. A well-functioning seed lab that is equipped with equipment, tools and tests methods is important for any tree seed centre providing quality seed. The seed lab operations involve sample preparation, moisture content, purity and seed weight determinations, carrying out seed pre-treatments and germination tests as well as vitality tests and seed health assessments. The course will deal with the state-of-the-art seed lab operation that are accepted by international standards.	
Learning outcomes: Basic seed testing is conducted for all fresh seed lots and periodical test is conducted for stored seeds	
Specific course contents: <ol style="list-style-type: none"> 1. State-of-the-art tools and equipment and their handling and use- micro-ovens, seed counters, germinators, desiccators etc. 2. Internationally accepted seed sample preparations for testing 3. Internationally accepted seed physical quality tests: seed moisture content determination protocols, seed weight determination protocols, seed purity determination protocols 4. Carrying out internationally accepted germination tests on tree seeds- big seeds vs tiny seeds, hard coated vs soft coated seeds 5. Carrying out internationally accepted tetrazolium test for tree seed viability assessment 6. Identifying seed health problems and treatment options. 	
Methodology: The course will be offered for 10 days by integrating theory and practical sessions. The theory will be offered for 2 hours every day in a spacious room equipped with a projector and other training materials. The practical will be offered for remaining hours every day in a seed lab equipped with the necessary facilities for seed testing. A given batch of trainees will be composed of a maximum of 15 professionals/ practitioners in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector Tree seeds Germinator, Germination trays and petri dishes
Training material: General literature on agricultural seed laboratory operations may be of relevance. Specific information directed on tree seed labs. is only limited available at cost free platforms. <u>Examples on internet references:</u> World Agroforestry Center has published a safety guide for seed lab operations: http://www.worldagroforestry.org/products/grunew/downloads/ICRAF-Seed-laboratory-safety-manual.pdf https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ The former Danida Forest Seed Centre (DFSC) and the Forest & Landscape Denmark have posted multiple of free publications, articles, lecture notes and technical notes and proceedings on seed biology and handling are available on the University of Copenhagen homepage. https://ign.ku.dk/english/outreach-publications/publications/previous-publications-series/	

The Alberta Forest Service has published a paper on “Tree Seed Standards:
[https://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/formain15749/\\$FILE/seed-testing-standards-manual.pdf](https://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/formain15749/$FILE/seed-testing-standards-manual.pdf)

Table 8.

Course title: Awareness, extension and public relations (outreach)	
Duration: 7 days (or 10 days with additional practical and product making)	
Course objectives: Learn how to produce tree seed extension and public relations materials and how to carry out successful outreach.	
General description: It is highly desirable that the awareness of the community in general and seedling producers on tree diversity and quality seed increases from time to time. Therefore, they should be reached through different media including social media, seed leaflets and brochure on seed properties of different tree species, how to grow them and where to grow them and their uses. This would create demand for seeds of diverse of tree species. The course will deal with awareness creation, extension and public relations tools.	
Learning outcomes: Increased awareness of the importance of using good seeds of diverse tree species	
Specific course contents: <ol style="list-style-type: none"> 1. Production of extension materials- seed leaflets, posters 2. Fundamentals of public relations 3. Public relations- (social media integrated) PR communication techniques. 	
Methodology: The course will be offered for seven days by integrating theory and practical sessions. The theory will be offered for half a day in a spacious room equipped with a projector and other training materials. The practical will be offered for the other half day on production of PR materials, seed leaflets, posters, media shots and spots. A given batch of trainees will be composed of a maximum of 15 seed centre staff/managers and experts in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector Computer Colour printer
Training material: This is a course on awareness and extension methodologies on the importance of using good quality seeds and planting material. Thus, the emphasis here shall be on literature that deals with awareness, extension, outreach methodologies, PR and communication in general. The training will subsequently apply the theory learnt on the task of sending messages of the importance of using quality tree seed. For this awareness, outreach and PR materials needs to be developed by the participants.	
<u>Examples on internet references:</u> The European Commission’s Intelligent Energy Europe programme has produced a kind of universal training manual on awareness raising http://www.eltis.org/sites/default/files/awareness_raising_communication_campaigns_6.pdf UNESCO has published a manual on principles of awareness raising: http://unesdoc.unesco.org/images/0014/001476/147637e.pdf	

Table 9.

Course title: Marketing and customer relation course	
Duration: 5 days	
Course objectives: Learn the basics of marketing for addressing customer needs for quality tree seed services.	
General description: It is highly desirable that the seed centre managers and sales staff deliver quality services to their customers. It all begins with collecting seeds from quality / certified seed sources, to packaging well processed, healthy and highly pure seeds with acceptable high germination rate, which generally can vary with species and seed sources and other unforeseen factors that result in varied germination rates. All the seed sold need to be packaged with the necessary details on seed source and lab test results. Customers need to be informed online on available seeds and their prices on various online platforms. There should also be a means through which satisfaction of the customers and feedbacks are assessed to improve services and address complaints. The course will deal with modern marketing techniques and customer.	
Learning outcomes: Ability to plan and apply sound marketing and communication strategies for high customer satisfactions.	
Specific course contents: <ol style="list-style-type: none"> 1. Marketing techniques- revenue generation, sales management 2. Marketing communications- social media and online communications 3. Customer service excellence- delivering quality customer service, guide for customer satisfaction surveys, complaint handling. 	
Methodology: The course will be offered for five days by integrating theory and practical sessions. The theory and practicals will be offered interchangeable for four days in a spacious room equipped with a projector and other training materials. The practical will be offered for 1 day by arranging a visit to a business firm. A given batch of trainees will be composed of a maximum of 15 seed centre staff/ managers and sales personnel in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector
Training material: Training material on general marketing and customer relation building will apply well to this course. The trainer must however ensure that the general principles are applied on relevant examples on tree seed during the course.	
<u>Examples on internet references:</u> Marketing training manual: https://energypedia.info/images/f/fd/It dg-marketingtrainingmanual.pdf Manual on Education Marketing and building customer loyalty: https://cdns3.trainingindustry.com/media/3188458/intrepid%20educationalmarketing.pdf Customer relation: https://www.onebusiness.ca/sites/default/files/MEDI_Booklet_Customer_Relationship_Management_Accessible_E.pdf	

Table 10.

Course title: Chain of custody seed documentation and monitoring	
Duration: 5 days	
Course objectives: Learn to set up professional chain of custody and seed documentation system.	
General description: Seed documentation is a crucial activity in seed service as seeds should not be distributed or stored without the accompanying relevant information, and therefore the database will be useful for subsequent planning and action. Currently seeds are inadequately labelled and registered. A proper chain of custody is necessary for seed centres to be viewed as professional and gain trust of customers. The course will offer knowledge and hands-on skill on essential leverage points in tree seed value chain.	
Learning outcomes: A strong tree seed documentation system and high customers trust on the quality of seeds under distribution.	
Specific course contents: <ol style="list-style-type: none"> 1. Developing formats and labels 2. Developing IT based database 3. Operating and maintaining database. 	
Methodology: The course will be offered for five days by integrating theory and practical sessions. The theory will be offered for 4 hours every day in a spacious room equipped with a projector and other training materials. The practical will be offered for 4 hours every day, partly in IT labs. A given batch of trainees will be composed of a maximum of 15 tree seed centre officers. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector IT room
Training material: Basically, this is about Chain of Custody product systems. Much can be learnt from FLEGT and FSC Chain of Custody systems, which are mostly developed for wood products but the well tested principles can advantageously be applied to tree seed governance as well. This will be up to the trainer to construct such examples with tree seed as the product. However, there is also developed specific labelling and documentation systems for tree seed. They are referenced below. <u>Examples on internet references:</u> Word Agroforestry Centre offers access to a platform: <i>“Tree Seeds for Farmers - A toolkit and reference source”</i> : https://www.worldagroforestry.org/output/tree-seeds-farmers-toolkit-and-reference-source University of Copenhagen offers a technical note on tree seed ordering procedures: https://curis.ku.dk/ws/files/20711494/tn61.pdf ; https://static-curis.ku.dk/portal/files/20712909/Chapter14 and https://sl.ku.dk/rapporter/forest-landscape-books-leaflets/ University of Copenhagen also offers a paper addressing seed labelling: https://ign.ku.dk/english/employees/forest-nature-biomass/?pure=files%2F20646143%2FTrade and transfer of forest seed	

Table 11.

Course title: Management, efficient implementation and cooperation
Duration: 5 days
Course objectives: Mobilising awareness, responsibilities and skills towards taking initiatives and implementing activities and managing one's own job function.

General description: Staff with some management and supervisory functions (beginner to middle level)	
Learning outcomes: Improved skill in general and basic management.	
Specific course contents: <ul style="list-style-type: none"> • Importance of taking initiatives • Planning, prioritising, efficiency, and implementing • Performance management theories and concepts principles of management, applying management theories at workplace • Planning- importance of planning, resource management planning • Motivation factors, building effective and motivated workforce, effective communications, supervision of business operations • Competitiveness and its importance in the government and private sector. 	
Methodology: The course will be offered for eight days (about 8 hours every day) in a spacious room equipped with sufficient computers, a projector and other training materials. Practicals on real life situations will be reviewed and discussed. A given batch of trainees will be composed of a maximum of 15 seed centre managers and experts in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Resource person(s) Course manual Program assessing guides Projector
Training material The Training Needs Assessment revealed a great need for basic management and business orientation in all their factettes. Regarding the training material it is found that there is already so much readily available material (manuals, guidelines and literature) on general management. The local training providers have demonstrated that they already have more or less ready-made training manuals on general management. It is concluded that these will be sufficient for this first management course.	

Table 12.

Course title: Management and Leadership II (advanced level)	
Duration: 5 days	
Course objectives: Improve skills on strategic management, staff management and efficient implementation and adaptation to changing conditions in the business environment.	
General description: Senior Management (advanced level)	
Learning outcomes: Improved skill in strategic and advanced management and governance.	
Specific course contents: <ul style="list-style-type: none"> • Management responsibilities and motivation techniques • Management responsibility for efficient implementation and officer performance • Management theories and concepts principles of management, applying management theories at workplace • Strategic and operational planning, importance of timely implementation, resource management planning • Personnel management and motivation factors, building effective and motivated workforce, effective communications, supervision of business operations • Leadership- strategic leadership, data-driven decision making 	
Methodology: The course will be offered for eight days (about 8 hours every day) in a spacious room equipped with sufficient computers, a projector and other	Resources: Resource person(s) Course manual

training materials. Practicals on real life situations will be reviewed and discussed. A given batch of trainees will be composed of a maximum of 15 seed centre managers and other senior managers with working relations to the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Program assessing guides Projector
Training material The Training Needs Assessment revealed a great need for basic management and business orientation in all their factettes. Regarding the training material it is found that there is already so much readily available material (manuals, guidelines and literature) on general management. The local training providers have demonstrated that they already have more or less ready-made training manuals on general management. It is concluded that these will be sufficient for this first management course.	

Table 13.

Course title: PC Professional Driving License	
Duration: 5 days	
Course objectives: Gain a better understanding of the use of MS office and browsers for tree seed service and beyond.	
General description: Currently the staff has none or inadequate skills in making registration and establishing databases in Microsoft Excel and Microsoft Access. They also have limited knowledge and obligations in obtaining information and knowledge from surfing the internet. The course will offer basic knowledge and skills to use MS office pack and browse internet and also upload information.	
Learning outcomes: Productive engagement of the tree seed officers in most functions at the tree seed centre.	
Specific course contents: <ol style="list-style-type: none"> 1. Data management in MS Excel 2. Data management in MS Access 3. Internet surfing and accessing tree seed databases 4. Introduction to Web surfing. 	
Methodology: The course will be practical oriented offered for five days (about 8 hours every day) in a spacious room equipped with sufficient computers, a projector and other training materials. A given batch of trainees will be composed of a maximum of 15 seed centre staff/managers and experts in the tree seed sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Trainer Course manual Program assessing guides Projector Computers
Training material: The Training Needs Assessment revealed a need for confident pc use and the most common software applications. Training manuals for pc training is readily available at the training institutions and covers the need sufficiently. Further references are therefore not necessary.	

Table 14.

Course title: Entrepreneurship/income generation	
Duration: 5 days	
Course objectives: Improve skills on entrepreneurship and income generation.	
General description: Entrepreneurship	
Learning outcomes: Improved skills in idea generation, identification of business opportunities.	
Specific course contents: <ul style="list-style-type: none"> • Entrepreneurship (what, why and how), • Business case planning • Profit-loss calculation • What is sustainable business • Customer relation building, • Income generation • PR and CSR 	
Methodology: The course will be offered for five days (about 8 hours every day) in a spacious room equipped with sufficient computers, a projector and other training materials. Exercises will make up a substantial part of the training. A given batch of trainees will be composed of a maximum of 15 seed centre staff/managers and the private sector. A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	Resources: Resource person(s) Course manual Program assessing guides Projector
Training material: The training material for this course shall be both empowering and build skills and confidence. Below are three selected reference which exactly do that. Moreover, they also take departure in the context of developing countries. <u>Examples on internet references:</u> Deutsche Stiftung Weltbevölkerung has produced an excellent training manual which is very applicable to the Ethiopian context: <i>“Entrepreneurship Development Training Manual”</i> : https://www.dsw.org/uploads/tx_aedswpublication/ENTREPRENUERSHIP_TRAINING_MANUAL.pdf FAO has produced a likewise context applicable <i>“Business Training Manual”</i> : http://www.fao.org/3/a-at412e.pdf COMCEC offers a manual which is likewise focusing on the challenges in a developing country context: <i>“Training Manual on Entrepreneurship and Management of small businesses for Women”</i>	

Table 15.

Course title: Regional study tour
Duration: 7 days
Course objectives: Exchange experience and establish partnership with TSCs in the region.
General description: Exchange visits and partnerships need to be strengthened among tree seed centres in eastern and southern Africa as they operate under shared biophysical (natural vegetation, planted species and climatic types), socioeconomic and technological contexts. The staff of the tree seed centres have little or no experience in visiting and learning and sharing experiences with the tree seed centres in

the region. The study tour will offer insights and hands-on skill on standard tree seed operations and will serve as a platform for greater partnership in the region's tree seed sector.	
Learning outcomes: Broader knowledge of TSC management and professional network and the role of private sector.	
Specific course contents: <ol style="list-style-type: none"> 1. Tree seed regulations and tree seed certification- tree seed related laws, seed sources and seed certification, seed quarantine 2. Tree seed system and management- actors in seed system, tree seed operations, seed sources, seed databases 3. Partnerships- exchange visits, project development options, germplasm exchange. 	
Methodology: The study tour will be organized by PATSPO or consultants engaged for that purpose, and the potential countries to visit are Tanzania, Rwanda, Uganda, Kenya. Tree seed centre managers and selected staff and experts will participate in the study tour.	Resources: Organiser Tour guide Publications and reports by host country
Training material: It is of utmost importance for a successful and maximal learning outcome of a study tour that the participants are well prepared. This can best be done by in advance providing literature focused on the specific technical contents of the programme. In addition, a discussion-day before departure addressing issues, dilemmas, ecological, cultural and governance differences and similarities with the Ethiopian challenges would elevate the learning platform and outcome of the study tour. Likewise, the tour could advantageously be concluded with a one-day seminar on what they have learnt and how it best can be implemented in the participants work context in Ethiopia. Consequently, training material can best be identified when the participants are identified and the tour programme made.	

Table 16.

Course title: International study tour	
Duration: 7 days	
Course objectives: Exchange experience and learn from others via building of forestry partnerships in the region for future professional cooperation at national strategic and policy level.	
General description: Visit other countries which have adopted techniques, policies and methodologies which may be of benefit for Ethiopian reforestation and forest sustainability in general.	
Learning outcomes: Strategic and sustainable forest management and the importance of forest policy and visibility in other country's macro-economy politics. Broder knowledge of the roles of trees and quality seed in sustainable forest management and climate change mitigation and adaptation.	
Specific course contents: <ol style="list-style-type: none"> 1. Seed bank management-germplasm collection, documentation and testing 2. Tree seed research- seed physiology, seed drying, longevity 3. Tree breeding 	
Methodology: The study tour will be organized by PATSPO, and the potential institutions to visit are for example The Millennium Seed Bank in London, Stellenboch University in South Africa. Tree seed centre managers, selected staff and experts will participate in the study tour.	Resources: Organiser Tour guide Publications and reports by host country Labs Seed sources
Training material: It is of outmost importance for a successful and maximal learning outcome of a study tour that the participants are well prepared and focused on which issues they want to investigated during the tour. As this is much a learning exercise for decision makers and high-ranking civil servants the preparation can include that the tour organiser jointly with the participants identify overall issues of strategic-, governance and political importance for the forestry and the tree seed sector. This may be further advanced into defining and describing dilemmas and specific strategic challenges to which the tour participants shall giver their reflective recommendations to after completion of the tour. This is suggested to be in the shape of a one- day seminar giving central issues more discussion space and decide on how improvements can be implemented in Ethiopia.	

Appendix F: Tender material for Request for Proposal (updated example)

Invitation to prepare training course proposal for ICRAF/PATSPO

Dear Sir/Madam

Your institution has been identified as a potential service provider for delivering of training courses for ICRAF/PATSPO (Provision of Adequate Tree Seed Portfolios).

We are therefore pleased to invite you to a round of competitive training proposal preparation. We do hope that your institution is interested and will carefully fill-in and return the attached proposal forms.

For a justified comparison and to provide equal opportunities for service providers PATSPO has set-up a procedure for submission and assessment of training proposals. The procedure is simple and comprises the return of duly filled-in training forms A-E returned timely to the PATSPO.

Please fill in the forms and return them to PATSPO **before 01 June 2019.**

The proposal forms are requested returned to:

Ms. Sime, Mekdes
Project Management and Outreach Officer, ICRAF-Ethiopia
Email: M.Sime@cgiar.org
Tel. +251 116 172 000

PATSPO will subsequently evaluate the received proposals from three training institutions and likely enter into a contract with the institution, which has made the most favourable proposal in terms of quality and price, for the implementation of the training course.

We look forward to receiving the forms.

Kindly confirm that you have received this email.

Yours sincerely,

Kiros Meles Hadgu
Scientist/Country Representative ICRAF
Project Director
Provision of Adequate Tree Seed Portfolios (PATSP0)



ICRAF Ethiopia Office, c/o ILRI Campus, Gurd Shola, P.O. Box 5689,
Addis Ababa, Ethiopia

T: +251-11 617 2000 ext. 2491
M: +251 930 105 748
E: K.Hadgu@cgiar.org or kirhadgu@gmail.com
Skype: kirhadgu

Soren Moestrup
Senior Team Leader
Provision of Adequate Tree Seed Portfolios (PATSP0)



ICRAF Ethiopia Office, c/o ILRI Campus, Gurd Shola, P.O. Box 5689,
Addis Ababa, Ethiopia

Direct Email: smoe@ign.ku.dk ;
Mobile: +251 90 568 7089; Mobile: +45 22 27 76 27

Training Course Proposal Forms

Service providers will have to carefully fill-in the forms in order to be considered for providing training services to ICRAF/PATSPO.

PATSPO thereafter evaluates the offers and intends to enter into a contract for the implementation of the specific training course, with the institution which has made the successful offer.

TITLE OF COURSE: **"AWARENESS RAISING AND OUTREACH COURSE"**

(AS PRACTICAL WITH FOCUS ON THE TREE SEED SECTOR)

COURSE DESCRIPTION-SYLLABUS

An overall guiding course description is outlined in the box below. This is the result of training needs assessment undertaken.

In addition, the training institution will develop detailed programmes, session guides, exercises and handouts.

Course title: Awareness, extension and public relations (outreach)	
Duration: 7 days	
Participants: 20 pax	
Course objectives: Learn how to produce tree seed extension and public relations materials and how to carry out successful outreach.	
General description: It is highly desirable that the awareness of the community in general and seedling producers on tree diversity and quality seed increases from time to time. Therefore, they should be reached through different media including social media, seed leaflets and brochure on seed properties of different tree species, how to grow them and where to grow them and their uses. This would create demand for seeds of diverse of tree species. The course will deal with awareness creation, extension and public relations tools.	
Learning outcomes: Increased awareness of the importance of using good seeds of diverse tree species	
Specific course contents:	
4. Production of extension materials- seed leaflets, posters 5. Fundamentals of public relations 6. Public relations- (social media integrated) PR communication techniques.	
Methodology: The course will be offered for seven days by integrating theory and practical sessions. The theory will be offered for 4 hours every day in a spacious room equipped with a projector and other training materials. The practical will be offered for 2 hours every day on production of PR materials, seed leaflets, posters, media shots and spots. A given batch of trainees will be composed of a maximum of 15 seed centre staff/managers and experts in the tree seed sector.	Resources: Trainer Course manual Program assessing guides Projector Computer Colour printer

A prior evaluation of trainees will be carried out so that their training needs are properly identified and met.	
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Training material:

This is a course on awareness and extension methodologies on the importance of using good quality seeds and planting material. Thus, the emphasis here shall be on literature that deals with awareness, extension, outreach methodologies, PR and communication in general. The training will subsequently apply the theory learnt on the task of sending messages of the importance of using quality tree seed. For this awareness, outreach and PR materials needs to be developed by the participants.

Examples on internet references:

The European Commission's Intelligent Energy Europe programme has produced a kind of universal training manual on awareness raising

http://www.eltis.org/sites/default/files/awareness_raising_communication_campaigns_6.pdf

UNESCO has published a manual on principles of awareness raising:

<http://unesdoc.unesco.org/images/0014/001476/147637e.pdf>

PARTICIPANTS: Participants are not yet finally selected. They will be selected from Regional Tree Seed Centers, Forest Research Center, other partner organisations and also from a number of private companies dealing with tree seed. The majority of the participants may have a Certificate/Diploma/BSc background and a few of participants will have a MSc degree and yet other few ones will have a diploma/certificate background. Participants will be those who need to know the more advanced knowledge of seed development and reaction to environmental factors. Some of the participants have already have participated in other week courses dealing with tree seed management.

DEADLINE FOR RETURNING OF FORMS: 01. June 2019.

PATSPO will be reviewing received proposals on an ongoing basis. Thus, invited service providers are requested to complete and filled-in the forms as soon as possible.

To be considered for implementing training courses PATSPO needs to have received the attached forms (Training forms A -E) duly filled-in by the given deadline. PATSPO will select a service/training provider shortly after the expiration of the deadline.

MODE of APPLICATION

All duly filled in forms A – E shall be forwarded in PDF format to the ICRAF/PATSPO Office in Addis Ababa, see contact details below.

PROPOSAL QUALIFYING FOR SELECTION.

- All the attached forms A-E must be fully and correctly filled-in and timely returned. No other terminology or slots than these given in the attached forms will be considered.
- Favourable quality-price ratio.
- Teaching and learning quality convincingly elaborated.
- Logistically arrangement (course conduction, accommodation, meals, transport) convincingly explained and elaborated.

- Accounting procedures observed.
- Availability to the preferred time.

PATSPO is not bound to accept any proposal, and reserves the right to annul the selection process at any time prior to Contract award, without thereby incurring any liabilities.

PREFERRED TIMING FOR CONDUCTING THE COURSE: 01- 07 August 2019

Although PATSPO has given a time preference for conduction of the course, PATSPO is well aware that the training institutions also have their own programmes to attend to as well as busy periods. PATSPO will therefore do whatever possible to accommodate other timings as well. Thus, a proposal which gives another time slot than the one preferred by PATSPO, may yet have a fair chance to qualify.

EVALUATION

The course organizer shall forward course evaluations immediately upon completion of the course. The participants', the course organiser's and PATSPO own observations form the basis for PATSPO's evaluation and with that the basis for the final payment (Ref. Training Form F.)

CONTACT

All correspondence in relation to this proposal shall done to:

Ms. Sime, Mekdes

Project Management and Outreach Officer, ICRAF-Ethiopia

Email: M.Sime@cgiar.org

Tel. +251 116 172 000

TRAINING FORM A.

FACT SHEET

Course title:	
Course venue:	
Number of participants:	
Time for execution:	
Name and contact (tel./email) of person having the overall responsibility for the course (one person representing the service provider):	
Name and contact (tel./email) of person having the training and learning responsibility:	
Name and contact (tel./email) of person having the financial responsibility on behalf of the service provider (only one person):	

TRAINING FORM B.

PROPOSED TRAINING PROGRAMME, specified to days and hours, for the course named: _____

[illegible]

TRAINING FORM C.

KEY TRAINERS' QUALIFICATIONS

Name	Position	Education	Specialty	Years of teaching experience

TRAINING FORM D.

BINDING BUDGET. PART I				
	ITEM	UNIT COST	No. OF UNITS	SUB-TOTAL, - BIRR
LECTURING				
	Preparation & organisation			
	Trainer fee			
	Trainer subsistence allowances			
	Training materials			
	Field transport, if field exercises are planned			
	Sub-total			
FACILITIES				
	Training room			
	Group rooms			
	Equipment use			
	Sub-total			
OVERHEAD¹				
	Sub-total			
	TOTAL			

BINDING BUDGET. PART II				
	ITEM	UNIT COST	No. OF UNITS	SUB-TOTAL, - BIRR
PARTICIPANTS²				
	Lump sum per diem ² for coverage of miscellaneous and unforeseen minor training-transport-food related expenses	300		
	Meals provided (specify BF and/or lunch and/or dinner)			
	Coffee & Tea (no. of services)			
	Accommodation			
	Pick-up transport, e-g- from and to airport (specify detailed on separate sheet)			
	Other transport (specify detailed on separate sheet)			
	Lump sum ³ alternative to all or some of the above participants related expenses above (Specify)			

Air tickets will be arranged/ paid by PATSPO and is of no concern for the Service Provider.				
Sub-total				
OVERHEAD¹				
Sub-total				
TOTAL				

GRAND TOTAL⁴		
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Explanatory notes:

¹ Overhead: Overhead is acceptable but will of course weigh towards the overall cost's evaluation. Overhead consists of service, coordination, administrative costs and set-up, profit etc.

² It is recommended that the participants costs will be set as close to reality as possible and in line with the hosting institutions own rates and standards. The per diem rate is however fixed by PATSPO but will also be paid out by the service provider. Air tickets will be handled and paid by PATSPO/ICRAF.

³ All or some of the participants expenses may be replaced and refunded by a lump sum as practical and implementable.

⁴ PATSPO may decide to accept the budget partially or in full and/or direct required changes.

The grand total can never be exceeded when requesting final payment after the course has been implemented. Any need for diversion of the main budget lines (the sub-totals) of more than 20% requires PATSPO written pre-approval, before alterations can be executed.

We, the undersigned, offer to provide the stated training services in accordance with your request for proposals. We also understand that PATSPO/ICRAF is bound to accept any proposal you receive.

Overall course responsible.

Name, date and signature: _____.

TRAINING FORM E.

PAYMENT REQUEST

Advance and final payment will be paid as soon as possible upon satisfactory delivery. Payment is aimed to take place within two weeks of approval of satisfactory delivery.

ADVANCE PAYMENT	
Advance payment is needed (0-50%. YES/NO	
State reason for need of advance payment.	
Advance payment requested in BIRR. A maximum up to 60% may be accepted.	
Name, position and contact on the training institution's financial responsible.	
Full Banking details for potential advance payment and for the final payment	

The service provider will, invoice PATSPO for the grand total, reduced for the received advance. The invoice should be sufficient itemized, detailed and transparent to give PATSPO opportunity to process the payment.

Appendix G : Training Evaluation Forms.

COURSE EVALUATION

- The course organizer is obliged to request all the participants to fill out a course evaluation form at a slot the last day where participants have time and are motivated to reflect upon their learning. The evaluation forms should be scanned and forwarded to PATSPO to the contact address, not later than 3 days after course completion.
- The Course Organiser will compile his/her own evaluation impressions and suggestions for improvement in a separate note (max ¼ of page) to be forwarded along with the evaluation forms.
- As an integrated part of the PATSPO quality assurance the PATSPO staff or external independent hired specialists may observe in full or selected parts of each training course, (all costs of the observer are covered directly by PATSPO).

Course Topics (write topic names in chronological order below)	Relevance (rank from 1-5 – Five is highest)	Quality of training including hand-outs and exercises (rank from 1-5 – Five is highest)	Learning outcomes and ability to apply the newly acquired skills and knowledge (rank from 1-5 – Five is highest)	Participant's comments
Topic				
Topic				
Topic				
Topic				
Topic				
Topic				
Topic				
Topic				
Course facilities	Satisfaction (rank from 1-5 – Five is highest)	Participant's comment		
Accommodation quality				
Training room				
Meals				
Transport				

Appendix H: Intern Evaluation Form for Training Proposals

Preliminary Evaluation of Received Training Proposals with deadline
xxx.xxxxx 2019 –

For internal use only.

Name of course: xxxxxx (xxx days training and xxx participants)				
Bidding Institutions	Professional Contents and qualifications	Compare and dates on RFPs and the Proposal	Budget	Clarification required/suggestions

Conclusion: xxxx

Recommendation (Including argumentation) (3-10 lines): xxxx

A first draft outline for an outcome assessment of the training intervention.

BACKGROUND

Provision of Adequate Tree Seed Portfolios (PATSPO) to enhance productivity and resilience of Forest Landscape Restoration in Ethiopia is a project supported by a grant from the Government of Norway through the Norwegian International Climate and Forest Initiative (NICFI). The project is implemented by the World Agroforestry Centre (the International Centre for Research in Agroforestry - ICRAF) in close collaboration with the Ethiopia Environment and Forest Research Institute (EEFRI) under the Ministry of Environment, Forest and Climate Change (MEFCC), and other institutions working in the tree seed sector in Ethiopia. PATSPO is a four-year project 2017 – 2020 based on an agreement between the Royal Norwegian Embassy in Ethiopia (RNE) and ICRAF.

PATSPO is designed to support Ethiopia in its ambitious programmes of forest landscape restoration with a commitment to restore more than 20 million ha of degraded forest landscapes within the next 20 years.

A major challenge of forest landscape restoration work is that it generally requires the use of planting material in large quantities of a broad spectrum of genetically diverse, healthy and productive tree species.

PATSPO addresses this major challenge by providing a multiple tree species programme able to provide:

- organizational setup of the tree seed sector, including stakeholder identification and roles and responsibilities, based on a sector analysis;
- species specific knowledge for most priority tree species;
- a built up of the tree genetic resources for the future, comprising exploration, mobilisation, conservation, establishment, management and improvement; and
- capacity to monitor and deliver quality seed and seedlings of multiple species required for large scale restoration.

PATSPO includes a substantial training and education component designed to provide capacity building for all major actors in the tree seed sector in Ethiopia.

The output four is defined as: “Capacity of the national institutions in management of the tree genetic resources improved”

The primary focus of the training component is on the Tree Seed Technology Coordination of EEFRI (TSTC) and the four Regional Seed Centres, but also stakeholders from the public and private sector are targeted. The training component will include courses, fellow ships, study tours and workshops covering all technical aspects of the project.

Training and extension materials of all kinds within the overall scope of tree seed procurement will be prepared and made available in large numbers.

Intervention logic: The evaluation will take point of departure in the intervention logic (ToC) presented in the PATSPO document.

Overall and concrete objectives of the PATSPO: xx

2. OBJECTIVES OF THE CONSULTANCY

The consultancy will focus on the project output no. four as listed above.

The main objective of this consultancy is to assess to which extent the project has produced the results and achieved the project results stipulated in the project log-frame within capacity building and specifically within output area no four. More specifically, the Consultant will investigate the following aspects covered by the project outcomes:

RELEVANCE OF CAPACITY BUILDING

The consultancy will briefly review the need and relevance of the comprehensive training programme for reaching the overall project goal. Especially an assessment of to which extent training has been the most relevance method to overcome challenges.

PATWAYS TO IMPACT OF CAPACITY BUILDING

Preliminary assessment of potential impact. Acknowledging that impact is a long-term post project effect and therefore impact evaluation cannot be done during the course of the project, it is still of interest and viable to visit and assess indications of areas where impact of capacity development may occur over time. Results may provide PATSPO with indications of where support will be most beneficial in the remaining period.

PRO.Doc. outlines the impact expectations as following: A major challenge of tree based restoration work is that it generally requires the use of many tree species at the same time. Where restoration is based on natural regeneration, it would thus require the presence of healthy and diverse seed sources and/or soil seed banks. When planting is necessary, whether for replenishment or enrichment, the supply of a broad spectrum of genetically diverse, healthy and productive tree species is generally not easily available. Traditional supply programmes focus on relatively few species, most of them of unknown genetic quality and often with insufficient knowledge on adaptation to site conditions and adaptability to climate change.

The present project addresses this major challenge by providing a multiple tree species programme able to provide:

- *organizational setup of the tree seed sector, including stakeholder identification and roles and responsibilities, - based on a sector analysis*
- *species specific knowledge for most priority tree species, including: o the plant ecological base line for restoration of the potential natural distribution of multiple species and how they may be affected by climate change o DNA-based genetic variation patterns for priority tree species of an interactive knowledge and information portal for users*
- *a built up and establishment of the tree genetic resources for the future, comprising exploration, mobilisation, conservation, establishment, management and improvement*
- *capacity to monitor and deliver quality seed and seedlings of multiple species required for large scale restoration.*

Capacity building is implicitly built-in in all the expected impacts areas.

- It is of interest to assess whether and to which extent capacity building/training has been or can be the driving force for a path to towards impact and to which extent the capacity building can be improved to elevate the likelihood for project impact.
- It is furthermore of interest to eye-in on the likelihood of impact of capacity development of local partners and their increased ability to meet their mission and objectives.

As it is fully recognised that impact is long-term and usually a post-project effect, It is stressed that the assessment described above is rather about identifying trackers or signs on early and upcoming impact and thus potentially provide a basis for a validated course of steering of operations towards maximal impact. This section may therefore be responded to through “Lessons learnt” or small “case stories”.

EFFECTIVENESS AND EFFICIENCY OF CAPACITY BUILDING

- How the capacity building intervention has contributed towards the objectives and indicators as described in the Pro.doc.
- How the applied training programme has led to the expected results/effects, including whether adjustments or changes in the intervention’s strategy was taken underway and what effect they had.
- If training implementation has progressed as planned.
- To which extent trained knowledge and skills have been applied.
- If there were activities, which were planned but not implemented.
- Problems, opportunities and/or contextual changes which have influenced the capacity building in a positive or negative direction, if any.
- How the experiences from the conducted capacity building can be used to improve/adjust the intervention strategy for any future intervention.
- Specific account of how the intervention has contributed to strengthening i) the partners, ii) cooperation among involved partners.
- If and how the capacity building has sharpened the partners’ profile and role as seed centres and suppliers of good quality seed.
- If and how the partners and networks have been supported in exploring opportunities for other capacity building?
- How the management has supported the application of gained knowledge, skills and new approaches.

It is furthermore desired that the evaluation covers the following areas:

SUSTAINABILITY of CAPACITY BUILDING

Finally, based on the analysis of the topics above, the evaluation should identify sustainability factors and make recommendations for increased sustainability if possible.

Note: Detailed information on training needs is available in the Training Needs Assessment Report, February 2018 and in the report on ‘Coordination of Training Activities at PATSPO, Part 1’.

A detailed plan with description of courses to be outsourced by PATSPO 2018 to 2021 is presented in the consultancy report ‘Coordination of Training Activities at PATSPO, November 2018, Part 2’.

3. OUTPUTS OF THE CONSULTANCY

The Consultant will produce the following outputs:

- Based on a desk review the consultant will prepare an overall research framework and a workplan and submit for comments and approval by PATSPO.
- A presentation of the preliminary findings of fieldwork to local project partners in Ethiopia
- Evaluation draft report submitted to PATSPO by xxxx 20xx for comments.
- Final report submitted to PATSPO by xxx

4. SCOPE OF WORK

The Evaluation is carried out by the International Consultant together with a national key person. The scope of work for the Consultant includes the following tasks: Compiling a desk study of relevant project documents supplied by other documents of relevance. Designing the overall framework of

evaluation and work-plan for consultancy. Briefing and lead the evaluation team and coordinating of all activities by this team as well as coordinating with PATSPO in terms of accessing local sources for the evaluation.

Evaluation of selected fieldwork activities will be carried out in selected project areas.

Development of draft evaluation report based on findings, observations, impressions and conclusions.

Meeting with PATSPO and local partners to present and discuss preliminary results of the evaluation.

Compilation of Final Evaluation Report accommodating comments by the project partners.

5. METHODOLOGY

The Final Evaluation will be organized by the consultant, who will ensure the use of relevant, up to date, internationally recognized evaluation methods, and the use of most efficient qualitative and quantitative methods in an Ethiopian context.

The consultant will conduct a desk review of available materials, documents and + design the overall evaluation framework including the preparation of a work plan for the consultancy.

The PATSPO project will assist the consultant with knowledge about the project, the project focus areas, documents and relevant information and logistics including facilitating transport and contacts to relevant stakeholders, and providing relevant documents and information.

6. TIMING OF THE CONSULTANCY

The Evaluation should be completed late 2019 giving the project time to adopt the findings and implement recommendations

The consultant will conduct the fieldwork in Ethiopia in xxx 2019/20 and give a preliminary presentation of findings to PATSPO and PARTNERS.

Duration (International consultant): Preparation, incl. desk study and skype meeting with PATSPO seven workdays. Two days for international travel and for field- and assessment work and interviews 16 workdays in Ethiopia. For report writing and PP preparation 9 workdays. Assessing and incorporating of comments into the report and finalisation one workday. Total number of workdays 35 workdays (equalling 1 ¾ month).

Duration (national consultant): Due to less travel and reporting commitments the national consultant will be given 20 work days.

7. DELIVERABLES

The consultant will submit: A research framework outline and a proposed work plan. Presentation of preliminary findings to local partners at a debriefing meeting after fieldwork. Draft report. Final report. A PP-presentation on the main findings of the consultancy.

The Final Evaluation Report will be in English and cover a maximum of 15 pages + annexes.

8. COMPETENSES AND QUALIFICATIONS OF THE INTERNATIONAL CONSULTANT AND THE TEAM ASSOCIATED

The international consultant should have the following competences and experiences:

- Proven evaluation experiences, from preferably development cooperation projects within NRM.
- Substantial experience and knowledge of training and capacity building methodologies.
- Knowledge of natural resource management and preferable of tree seed programmes.
- Knowledge of the environmental sustainability Change agenda in Ethiopia and world-wide.
- Professional experience with development assistance to Ethiopia.
- Be fluent in English.

9. DOCUMENTS and STAFF:

PATSPO will make all relevant project documents from the implementation period available including: Project Documents including result frameworks and budgets. Progress reports and Selected activity reports.

An independent international training consultant will jointly with an independent national capacity building consultant and a PATSPO staff (not full time) carry out this study.

PATSPo TRAINING PLAN: 2018-20/21 (original plan)																						
Course Title	PATSP O tailor made	Syllabus N/Y- Table	Durat ion days	Location	No. Participants	Participant category	Service Providers	2018				2019						2020				
	Y/N	Y/N	Y					Q1	Q2	Q3	Q4	1	2	3	4	5	6	7	8	9	10	11
Training Needs Assessment																						
Survey and Assessment of Service Providers																						
Preparation of tender material, calls for bidding and evaluation of offers and trainings																						
Biology and Ecology Training																						
Intro Seed Biology		Y	5	ILRI, Addis	22	RTSC, CEE-FRC, Seed officers																
Intro Seed Physiology/Poster preparation	Y	Y	5	Addis/RTSCs	20	RTSC, CEE-FRC,Seed officers																
Workshop in preparation of Training Material	Y	N	4	Bahri Dar	15	RTSC , CEE-FRC Seed officers																
Training of Trainers for farmers seed collection	Y	Y	3	Bahrri Dar	10	RTSC Trainers																
Natural Vegetation & Species distribution	Y	Y	5	Addis	20-25	RTCSs tech.staff +private sector																
Seed Biology	Y	Y	5	Region	20	Stakeholders																
Seed Technical Training																						
Seed Source Description (on the job training)	Y	N	1	RTSCs + FRC	6	RTSC , CEE-FRC Seed officers																
Seed Centre Operation in practise	Y	N	5	Bahrri Dar	14	RTSC , Mekelle/Bahrri Dar																
Seed Sources Establishment & dev.	Y	Y	8	Region	15	Managers+tech.staff+private sector																
Seed Collection, Transport, Processing, Storing	Y	Y	7	Region	20 trainee, 30 times	Managers+tech.staff+private sector																
Farmers Seed Collection	Y	Y	1	Multiple villagers	20	Farmers engaging in seed collection																
Seed Lab Training following up	Y	Y	6	RTSCs	6	New seed lab staff																
Tree Seed specialists+Lab.Operations (advanced)	Y	Y	5	(FRC)	15	Lab and seed specialist staff																
Management Training																						
PC Prof.Driving License	(Y)	Y	5	Addis	18	Staff of RTSC , CEE-FRCs and private seed firms																
Management course	(Y)	Y	8	Region	15	Managers, Planners, Officers																
Awareness/Outreach Training	Y	Y	37 (-10	Addis/Region	15	Officers, Secretaries																
Seed documentation	Y	Y	5	Region	20	Officers, techn.staff, private sector																
Entrepreneurship/Income generation	(Y)	Y	4	Region	20	Private sector, RTSC, CEE-FRC																
Marketing and CRM	Y	Y	4	Region	20	Staff in sale and marketing																
Cross-cutting Training																						
Exchange Tour among RTSCs	Y	Y	14	RTSCs, FRC	18	RTSCs, FRC																
Regional Study Tour	Y	(Y)	7	Tanzania	18	EIfR/PATSPO																
Int. Study Tour/ Individual Conference support	Y	(Y)	7	Kenya, UK, USA	15	Decision makers and politicians																
Workshops: Lessons learned	Y	Y	1	Addis	25	Key stakeholder and staff																
Notes:																						
1 Course description/Syllabus from Training Consultancy June 2018																						
Number of quarterly training activities held and planned																						
1 4 2 4 2 3 3 4 3																						
4																						
Abbreviations:																						
EMI: Ethiopian Management Institute																						
EBI: Ethiopian Biodiversity Institute																						
UCPH: University of Copenhagen																						
Dark blue marking = courses/activity completed successfully																						
Light blue marking = courses originally planned																						
Yellow marking = attempts done but activity not held or completed																						



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